



NC DSS FAMILY SUPPORT AND CHILD WELFARE SERVICES

STATEWIDE TRAINING PARTNERSHIP

*Delivering competency-based, job-relevant, accessible training
for North Carolina's child welfare social workers*

2005 Year-End Training Report

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Developed by

JORDAN INSTITUTE FOR FAMILIES,
UNC-CH SCHOOL OF SOCIAL WORK
AND THE STAFF DEVELOPMENT TEAM
FAMILY SUPPORT AND CHILD WELFARE SERVICES SECTION
NC DIVISION OF SOCIAL SERVICES

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EXECUTIVE SUMMARY

The purpose of this report is to update stakeholders on the progress we have made in the development of North Carolina's child welfare training system during 2005. By issuing this report, the North Carolina Division of Social Services Family Support and Child Welfare Services Statewide Training Partnership hopes not only to answer your questions but to provide information that will generate new questions and new ideas for promoting a positive learning environment for our state's child welfare workers.

As the chart below makes clear, the Partnership provided many training opportunities for staff from county departments of social services and other community agencies throughout North Carolina during 2005.

Key Statistics	1998	1999	2000	2001	2002	2003	2004	2005
Curricula offered	24	34	43	47	50	50	49	53
Training events offered	170	222	285	285	252*	329	388	487
Number of the above events offered at regional training centers	58	164	213	218	188*	191	210	218
Training days delivered	717	1,078	1,162	1,281	1,127*	1,267	1,457	1,745
Times <i>Child Welfare in North Carolina</i> (the preservice) was offered	20	43	39	44	41	42	42	43
Registrations from County DSS's	5,959	6,390	6,419	5,262	4,657	7,596	9,224	12,355
Registrations from other agencies	342	651	1,112	983	950	987	1,115	1,168

*Reduction due to inclement weather

Highlights for 2005

- All North Carolina's 100 county departments of social services were served by one or more of the Partnership's training events.
- 516 of 1,745 training days were devoted to pre-service training; this accounted for **30%** of the total number of training days.
- 218 of 487 training events were offered at the Partnership's regional training centers; this accounted for **45%** of partnership training events.
- The online course *Child Development in Families at Risk* (blended learning) was implemented; **50** child welfare workers and supervisors participated in this training.

The North Carolina Division of Social Services is proud of our accomplishments during 2005. We will build on these achievements in 2006 as we continue to pursue our vision: *A North Carolina child welfare training system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for children's services workers.*

NC DSS FAMILY SUPPORT AND CHILD WELFARE SERVICES STATEWIDE TRAINING PARTNERSHIP

Mission

The NC Division of Social Services Family Support and Child Welfare Services Section has developed the Children's Services Statewide Training Partnership (the Partnership), whose mission is to develop, implement, and evaluate a responsible, accessible training and educational system and to achieve a competent child welfare workforce committed to ensuring safe, permanent, nurturing families for children at risk of abuse, neglect, or dependency. To support its mission, this partnership seeks the following outcomes:

- Service providers who demonstrate the knowledge and skills necessary to help families and children achieve safety and timely permanence.
- Supervisors and managers who demonstrate the knowledge and skills necessary to help service providers achieve successful outcomes.
- Training programs and other learning resources that are open and accessible to community agencies and staff members.

History

The NC Division of Social Services began providing training to county departments of social services' children's protective services (CPS) social workers in 1985 through a federal child abuse and neglect grant. Effective FY 1987–88, the training model that was developed through the federal grant was integrated into the regular state budget through a state appropriation specifically designated for CPS training. This funding created two consultant/trainer positions and one clerical position. Over the next six years, the training that was developed and provided to CPS social workers was related to CPS policy and practice, legal aspects of child protective services, and medical aspects of child maltreatment.

In 1991 Governor James G. Martin made this training mandatory through Executive Order 142, "Children's Protective Services." To provide this training, the Division received funding for three additional training positions and an additional clerical position. In 1993, the Division added the requirement that staff members attend risk assessment training. In 1997 the curricula *Child Development in Families at Risk* and the *Effects of Separation and Loss on Attachment* also became required.

In 1995, the General Assembly passed 131D-10.6A. This law required foster care and adoption social workers to receive 84 hours of pre-service training and 18 additional hours of in-service training annually thereafter. It also required that foster parents receive 30 hours of training prior to licensure and ten hours of in-service training annually thereafter. In order to implement this law, two additional trainer positions were added, one in foster care and one in adoption. These two trainers focused primarily on ensuring

that foster and adoptive parents receive the required training. A contract with the Family and Children's Resource Program, part of the Jordan Institute for Families within the University of North Carolina at Chapel Hill School of Social Work, was initiated to provide mandatory training to foster care and adoption social workers.

In August 1997, the General Assembly passed a law that made pre-service (prior to direct client contact) and in-service training mandatory for all county DSS child welfare services staff and supervisors. This law was amended in 2000:

“G.S. 131D-10.6A. Training by the Division of Social Services required.

- (a) The Division of Social Services, Department of Health and Human Services, shall require a minimum of 30 hours of pre-service training for foster care parents either prior to licensure or within six months from the date a provisional license is issued pursuant to G.S. 131D-10.3 and a mandated minimum of 10 hours of continuing education for all foster care parents annually after the year in which a license is obtained.
- (b) The Division of Social Services shall establish minimum training requirements for child welfare services staff. The minimum training requirements established by the Division are as follows:
 - 1) Child welfare services workers shall complete a minimum of 72 hours of pre-service training before assuming direct client contact responsibilities;
 - 2) Child protective services workers shall complete a minimum of 18 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - (3) Foster care and adoption social workers shall complete a minimum of 39 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 4) Child welfare services supervisors shall complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of Social Services determines is necessary to adequately meet training needs;
 - 5) Child welfare services staff shall complete 24 hours of continuing education annually.

The Division of Social Services may grant an exception in whole or in part to the requirement under subdivision (1) of the subsection to child welfare workers who satisfactorily complete or are enrolled in a masters or bachelors program after July 1, 1999 from a North Carolina social work program accredited pursuant to the Council on Social Work Education. The program's curricula must cover the specific pre-service training requirements as established by the Division of Social Services.

The NC Division of Social Services shall ensure that training opportunities are available for county departments of social services and consolidate human service agencies to meet the training requirements of this subsection.”

In 1997, in order to provide the additional pre-service and in-service training required by this law, the NCDSS Children’s Services Section reorganized to create the Staff Development Team, which operates as the central management organization for child welfare training in North Carolina.

In 1998, the Staff Development Team named the training program, “The Children’s Services Statewide Training Partnership” (*see Appendix A*), to reflect its collaborative structure. Guided by a Statewide Children’s Services Training Advisory Committee (*see Appendix B*) and in partnership with North Carolina’s community colleges, the Partnership also created four regional training centers. These centers are located on the campuses of Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston (*see Appendix C*). Also, that same year saw the development of a statewide training database, a curriculum structure (*see Appendix D*), and collaborative relationships with the University of North Carolina system, as well as with private training providers.

Since then, the General Assembly has allocated funds to create a fifth regional training center to serve southeastern North Carolina. The development of the fifth regional training center in Fayetteville, located at the Cumberland County Department of Social Services, began in 2001.

In May 2003 the Division’s Children’s Services Section merged with its Family Support Services Section to become the “Family Support and Child Welfare Services Section.” That same year, the Partnership modified its name to reflect this change.

Vision

In 1998, the Family Support and Child Welfare Services Statewide Training Advisory Committee (STAC) guided the Partnership in creating a Five Year Vision Plan (1999–2004) based on the belief that standardized, competency-based foundation and advanced practice training must be provided to all children’s services staff. This vision is of a **North Carolina child welfare system that guarantees competency-based, job-relevant, accessible, affordable, consistent, timely, and thorough training for child welfare workers**. This vision is to be driven by the accomplishment of ten clearly defined goals (*see Appendix E*).

In pursuit of these goals, in 2005 the Partnership continued to develop the following: a structure for creating and delivering curricula, an online tool individuals can use to assess their personal training needs, an automated system for tracking training data, a pool of competent trainers, a plan for revision and development of curricula, functional regional training centers, a training evaluation system, a partnership administrative structure, a transfer of learning system, and a collaborative education program.



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Chapter One

1. Strategic Planning for the NC Statewide Training Partnership

In 2004, the Partnership's Advisory Board participated in a strategic planning process that resulted in a new five-year strategic plan for the Partnership. This work included participating in meetings, doing telephone interviews with national, state, and county-level experts on child welfare and human services training, reviewing and making recommendations about planning documents that emerged through the process, and gathering comments and suggestions from county DSS directors, Education Collaborative Steering Committee members, FamilyNet coordinators, Division Team leaders, SaySo Group youth, and Children's Program and Work First representatives. The Advisory Board reviewed the NCDSS training history since 1970 to discover both advances and setbacks that could inform the vision for the future. Next the group spent several sessions developing a comprehensive vision for the next five years. The Advisory Board explored the blocks, barriers, and contradictions that are likely to be encountered in pursuit of a vision for the strategic plan, as well as areas to be considered including collaboration, support for participants and trainers, supervision and leadership, and evaluation. Finally the group synthesized the strategic directions and developed objectives for the implementation plan for 2005-2010 as presented below:

Objectives for NC Statewide Training Partnership for 2005-2010

- Engage families and youth in the learning system
- Enhance professional development of social workers
- Enhance professional development of supervisors
- Support leadership development among administration and management staff
- Expand training and support to enhance skills of foster parents
- Enhance professional development of trainers
- Promote the professional development of Work First staff
- Incorporate technology and e-learning into the learning system
- Insure evaluation is an integral component of the learning system
- Integrate training, practice, and policy
- Increase understanding of and expand access to the learning system

During 2005 we concentrated on the goals of examining and improving our practice, inviting others in, connecting the elements of the system, and experimenting with new approaches. Specific activities include a comprehensive curricula review process, attempts to bring Work First and child welfare staff together for training, attendance at regular staff meetings of other teams within the Division, and pilots of e-learning methodologies (e.g., the blended online child development curriculum). We also coordinated workgroups for pre-service revisions, an alternative to pre-service for experienced workers, and an online component to the pre-service training. Piloting and early implementation began on a new course for supervisors and managers, Cornerstone IV, which trains participants to access and utilize local data and indicators to promote outcomes. Planning began for a new supervisory course designed to help supervisors prepare workers for training and enhance transfer of learning to their job responsibilities. All of these activities will help us achieve our larger goals of safety, permanency, well-being, and self-sufficiency for families and children in North Carolina.



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Chapter Two

1. NORTH CAROLINA CHILD WELFARE COMPETENCIES

“To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.” (Goal One)

In 1998, the Partnership made the decision to build a competency-based training system. For each curriculum we write, curriculum writers begin with the “universe of competencies,” a list of competencies consisting of the knowledge and skills child welfare workers need to succeed in their jobs. As the Partnership moves forward with curriculum revisions, evaluative efforts, and transfer of learning strategies, we must ensure that a comprehensive and current list of child welfare competencies is available for each course.

Curriculum Management Tool. In support of this goal, in 2004 the web-based Curriculum Management Tool (CMT) was developed. The CMT adds a curriculum management application to the Partnership’s existing competency database. This new application allows us to standardize the process by which course developers document information about curricula. For example, using the CMT all curriculum developers will enter a curriculum description, target audience, minimum and maximum enrollment into the CMT. Then they will associate their course to existing competencies or add new ones to the universe of competencies. Learning objectives will also be identified and associated to the curriculum and to a specific competency. This link between competencies and learning objectives will serve as the foundation for the web-based Individualized Training Assessment (ITA) application (described in the section 3 below) that will help county DSS workers focus on their professional development.

The CMT was implemented in 2005. Now, via the Internet, curriculum developers and training administrators are now able to view existing curricula, create a brand new curriculum, make minor changes not involving competencies to a curriculum, create a new version of an existing curriculum, search for existing competencies, create and link new competencies and learning objectives to a curriculum, search for existing job functions, and link job functions to competencies.

Also during 2005, the Partnership continued the efforts of organizing the “Universe of Competencies” by revising and eliminating duplicated competencies and learning objectives as in preparation for implementation of the ITA in 2007.

2. NORTH CAROLINA CHILD WELFARE CURRICULUM STRUCTURE AND DELIVERY

“To provide standardized pre-service and foundation level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.” (Goal Two)

Structure of Curricula

In 2005, the Partnership continued to provide the required pre-service foundation and advanced level training for all new child welfare services employees based on the following curriculum structure:

100 Series training (Foundation Level Training). Social workers and social work supervisors with child welfare services responsibilities must complete 72 hours of pre-service training prior to having direct contact and/or assuming supervisory responsibility. The primary pre-service training course, *Child Welfare in North Carolina*, is comprised of the following:

- Foundations of Child Welfare (Week I)
- Family Assessment (Week II)
- Transfer of Learning (Week III)
- Family Change Process (Week IV)

200 Series, Tier 1 (Foundation Level Training). Social workers and supervisors must complete the 200 Series, Tier 1 training within one year of assuming a child welfare services position. These courses meet the required 18/39 hours of additional training within the first year of employment. Tier 1 is comprised of four courses:

- *Child Development in Families at Risk*
- *Effects of Separation and Loss on Attachment*
- *Legal Aspects of Child Welfare Services*
- *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals*

200 Series, Tier 2 (Specialized Training). Social workers and social work supervisors must complete job-relevant 200 Series, Tier 2 training within one year of assuming a child welfare services position. These courses also meet the required 18/39 hours of additional training within the first year of employment. Tier 2 training is comprised of the following courses:

- *Adoptions in Child Welfare Services*
- *Case Planning and Case Management in Child Welfare Services*
- *Connecting with Families: Family Support in Practice*

- *Intake in Child Welfare Services*
- *Investigative Assessments in Child Welfare Services (revised in 2005)*
- *LINKS 101 (formerly titled Adolescent Independent Living 101)*
- *Placement in Child Welfare Services*
- *Family-Centered Practice in Family Preservation Programs*
- *Foster Family Home Licensing in Child Welfare Services*

300 Series (In-Service Training). Social workers and social work supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after their first year of employment. To help them meet this requirement the Partnership offered the following courses in 2005:

- *2003 Multiple Response System Policy Training*
- *Adolescent Independent Living Group Work*
- *Adult Mental Health Issues which Impact Families Served by Child Welfare*
- *Anchors Away! How to Navigate Child and Family Teams: The Role of the Facilitator*
- *Caution: Family Meeting Ahead! A Guide for Social Workers Attending Child and Family Teams*
- *Child Forensic Interviewing (revised in 2005)*
- *Child Forensic Interviewing for Supervisors (implemented in 2005)*
- *Child Welfare Domestic Violence Policy Training (implemented in 2005)*
- *Cornerstone I: Multiple Response is System Reform – Key Strategies for the Future Direction of Child Welfare in North Carolina (revised in 2005)*
- *Cornerstone II: What Is Good for Families Is Good for Workers—A Training for Child Welfare Supervisors*
- *Cornerstone IIIA: Partners in Change – A New Perspective on Children's Protective Services*
- *Cornerstone IIIB: Partners in Change – An Introduction to Family-Centered Practice*
- *Cornerstone IV: Supervisors Working with Others, Working with Outcomes (implemented in 2005)*
- *Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis*
- *Financial and Legal Aspects of Adoption*
- *Fostering and Adopting the Child Who Has Been Sexually Abused*
- *In the Best Interest of the Child: Making the Most of Visitation*
- *Introduction to Child Sexual Abuse in Child Welfare Services*
- *Introduction to Substance Abuse for Child Welfare Services*
- *Introduction to Supervision for Child Welfare Services*
- *IV-E: An Overview*

- *Model Approach to Partnerships in Parenting/Group Preparation and Selection (MAPP/GPS)*
- *Money Matters: Foster Care Funding Basics*
- *Positive Youth Development: Working Effectively with Adolescents*
- *Real World Instructional Event*
- *Responding to Families and Communities Impacted by Methamphetamine (implemented in 2005)*
- *Setting the Stage for Child and Family Teams: An Agency and Community Orientation (revised in 2005)*
- *Shared Parenting (revised in 2005)*
- *Structured Decision Making Assessments in Child Welfare*
- *Supporting Partnerships*
- *The ABC's of Including Children in Family-Centered Meetings*
- *The Emotional Aspects of Termination of Parental Rights*
- *Understanding and Intervening in Child Neglect*
- *Understanding Child Mental Health Issues*
- *Understanding the Interstate Compact on the Placement of Children*
- *Widening the Circle: Child and Family Teams and Safety Considerations (implemented in 2005)*

400 Series (Foster Parent Training). The following courses help foster parents develop the broad range of knowledge, skills, self-awareness, and patience needed to care for children living in their homes. Foster parent applicants, newly licensed after July 1, 1995, must receive 30 hours of training prior to licensure and all existing and new foster families must receive 10 hours of in-service training on an annual basis. In 2005, the Partnership offered the following 400 series courses:

- *Helping Youth Reach Self-Sufficiency*
- *Real World Instructional Event*

2005 Curriculum Delivery

During 2005 the Partnership provided many training opportunities for staff in county department of social services and other community agencies (*see Appendix F*). A total of **53** different curricula were offered during 2005. These courses were offered many times, for a total of **487** training events or **1,745** days of training (*see Table 1*).

Of the **13,523** registrations received for training in 2005 (*see Table 2*), **12,355** were from county DSS workers (*see Table 3*) and **1,168** were from other agencies (*see Table 4*). All **100** county departments of social services were served at one or more of these training events (*see Table 5*).

3. INDIVIDUAL TRAINING COMPETENCY ASSESSMENT

“To implement and utilize the Individual Training Competency Assessment statewide computerized tracking system.” (Goal Three)

The Individual Training Competency Assessment (ITCA) is comprised of a web site and database that together form a **learning management system** that provides social workers with a structured environment for reviewing, assessing, and tracking their professional development. Child welfare social workers and supervisors will be able to use this system to identify job-related competencies, training interests, and needs; track their personal training histories; and develop professionally. The ITCA will also provide information to training system managers to help them guide the selection, time, and location of child welfare training.

In 2004, as a result of ongoing research into the development of the ITCA and a new emphasis on the movement toward distance learning, the ITCA has been renamed the “Individualized Training Assessment” (ITA). Accordingly, the ITA web site was reconfigured into a more generalized application for use as a portal for online learning, with the ITA now serving as just one component of a much broader and more flexible application. The new site is named the “Personalized Learning Portfolio” (PLP) and is located at www.ncswLearn.org. This web site will be a place where social workers can create their own password-protected account, review their training attendance history, update their own personnel record, register online for upcoming training events, access e-learning courses, and take the ITA self-assessment.

In 2004 research was also conducted to find a method for presenting the competencies in an efficient and comprehensive format that is more meaningful to ITA users. During the process of organizing the “universe of competencies” it became apparent that many of the competencies were, in fact, learning objectives. (*Competencies are broad, generic, universal, and applicable to many job functions. Learning objectives are more concise, referring to specific skills applied to distinct job functions. Learning objectives give a clear and concrete direction to the learner because they are placed in the context within which the learner performs his or her job.*) Therefore, the ITA will use learning objectives instead of competencies so that users will be able to connect learning objectives with their job skills when assessing their training needs for professional development. This work is closely tied to the CMT, described above in section 1.

Developed in 2005, the first phase of the ITA will be implemented in spring 2006. With this first phase workers can take an assessment, view their last assessment, explore additional curricula, request a new training topic and view their training requests. Supervisors can view their workers’ assessments and their training attendance history. Phase one of the ITA will also help social workers and their supervisors identify their training needs based on their current job responsibilities and it will tell them which trainings are highest priority. It will provide a concise list of required, recommended, and elective courses offered by the Division and it will give them a chance to let the Division know what topics they would like for future training to address.

4. NCDSS STAFF AND CONTRACT TRAINERS

“To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina’s child welfare system.” (Goal Four)

Recruiting and Selecting Contract Trainers

In 2005 we followed procedures designed to help the Partnership recruit qualified trainers and match them with the appropriate curriculum. In addition to an application, contract trainers must submit a copy of their vitae and, if employed by a county DSS agency, a letter of support from their director. Once the application packet is complete, our staff review the packet for approval and the trainer is matched with the curriculum in which they have the most expertise.

Once selected, contract trainers begin by observing a training event. When teaching the curriculum for the first time they are observed by a staff trainer and given feedback on their training skills. To ensure high quality, all participant evaluations are reviewed and contract trainers are observed on a periodic basis.

Training for Trainers Program

The three offerings within this program aim to improve and support the state’s system of training for workers and supervisors inside state and county social service agencies. Each focused on a different aspect of training; each addressed different developmental needs among trainers.

Professional Development Group. The first offering focused on the professional development of state, regional, and contract trainers employed with the state. These trainers provide mandated and elective training for workers and supervisors. The training provided the state’s trainers with skills and approaches that can improve the quality of the training provided to both workers and supervisors within the counties.

Targeted Training Course for State and Regional Trainers. The second offering provided opportunities for state, regional, and contract trainers to be observed in their delivery of trainings. This observation served two purposes. Trainers got feedback about their training skills and they received help incorporating family-centered practice approaches into existing trainings.

Building Skills for Training. The third offering was designed for new county and state trainers. Its focus was on building basic skills for training. This included preparing for training, creating safety for learning, facilitation skills, and managing material to appeal to trainees' multiple intelligences.

5. CURRICULUM REVISION, DEVELOPMENT, AND OTHER TOOLS

“To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina’s child welfare standards in all learning tools.” (Goal Five)

Curriculum Revision

During 2005, the Partnership revised the following curricula:

1. *Child Forensic Interviewing*
2. *Cornerstone I: Multiple Response is System Reform – Key Strategies for the Future Direction of Child Welfare in North Carolina*
3. *Shared Parenting*: This curriculum is based on the *Shared Parenting In-service Training Series*, developed by the Child Welfare Institute in Atlanta, Georgia. The training has been revised by NC Division of Social Services staff development trainers to reflect the Six Principles of Partnership and the Multiple Response System (MRS) philosophy of child welfare practice in North Carolina
4. *Setting the Stage for Child and Family Teams: An Agency and Community Orientation*

Curriculum Development

During 2005, the Partnership developed and offered the following new courses:

1. *Child Development in Families at Risk – Blended Learning*
2. *Child Welfare Domestic Violence Policy Training*
3. *Child Forensic Interviewing for Supervisors*
4. *Cornerstone IV: Supervisors Working with Others, Working with Outcomes*
5. *Responding to Families and Communities Impacted by Methamphetamine*
6. *Widening the Circle: Child and Family Teams and Safety Considerations*

Other Tools for Learning

To augment classroom training, the Partnership produces the following newsletters:

Children’s Services Practice Notes. *Practice Notes* is designed to help North Carolina’s child welfare social workers stay on top of developments in their field and improve their practice with children and families. *Practice Notes* goes out to 2,300 child welfare workers in North Carolina. To review past issues, visit the *Children’s Services Practice Notes* website at <<http://www.practicenotes.org>>. 2005’s topics were:

- Meth and Family-Centered Child Welfare Practice
- Posttraumatic Stress Disorder
- Father Involvement in Child Welfare

Fostering Perspectives. A forum for those touched by foster care in North Carolina, *Fostering Perspectives* (FP) features information and essays, as well as writing and artwork by foster children. Published twice a year, *FP* goes out to all foster parents licensed through DSS in North Carolina and to all county DSS child welfare workers. To review past issues, visit <<http://www.fosteringperspectives.org>>. 2005's topics were:

- In The General Assembly, Foster Children Find a Voice
- When I Become a Foster Parent

Training Matters. *Training Matters* shares important news and ideas related to child welfare training in North Carolina. As an insert in the newsletter *Children's Services Practice Notes*, *Training Matters* goes out to 2,300 child welfare workers in North Carolina. To review past issues, visit <<http://www.trainingmatters.org>>. 2005's topics were:

- Child Welfare Learning Resources Related to Meth
- Child Welfare Learning Resources Related to PTSD
- Child Welfare Training: North Carolina Has Come a Long Way

MRS! This quarterly publication is designed to support county departments of social services as they put the strategies and principles of North Carolina's Multiple Response System into practice. It spotlights successful family-centered practices, provides news and updates, and features information about MRS-related training opportunities. For more information contact the Division's Holly McNeil (828/757-5672, Holly.McNeill@ncmail.net).

Other Training Initiatives

Technical Assistance and Learning Supports (TALS)

In 2005, the Division achieved a substantial growth in the area of Transfer of Learning (TOL). Transfer of Learning is an innovative, research-supported concept designed to support and solidify learning that happens in the classroom by augmenting it with activities outside the classroom.

In partnership with the NC Family-Centered Meetings Project at NC State University's Social Work Program, the Division is pioneering efforts in this area. Based on guiding principles and practices, TOL services were enhanced and an updated title for this component of the project was created: TALS (Technical Assistance and Learning Support). With the NC Family-Centered Meeting Project's Training Coordinator overseeing this specialized approach to adult learning, other training staff assisted in networking, presenting, and engaging participants around this training component. The TALS team developed a plan for offering TALS, strategized marketing options, and created an internal system for handling TALS requests. In defining the four key components of the TOL system, the following services were identified: coaching & mentoring, observing and coaching meetings, facilitator forums.

Assessment of North Carolina County Departments of Social Services' Readiness to Engage in E-Learning

Although the child welfare training system in North Carolina is highly successful, the NC Division of Social Services and the members of its Statewide Training Partnership are interested in making training more accessible, effective, and cost-efficient, both for the state and for county agencies. For this reason, in 2005 the Division asked the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work, to assess the readiness of North Carolina's county departments of social services to participate in e-learning. Using site visits, interviews, and surveys the Resource Program collected information from e-learning experts and from over 1,000 North Carolina county DSS employees, including DSS directors, Information Technology (IT) managers, and supervisors and line workers from Work First and child welfare programs. The focus was on four questions:

1. Are county DSS managers and workers interested in and supportive of e-learning?
2. What are the prevailing expectations in DSS agencies toward e-learning?
3. What are the anticipated challenges for e-learners?
4. Do county DSS agencies have the technological resources and support necessary for e-learning?

The final report for this assessment contains the answers to these questions, as well as recommendations as to what should be done next to prepare county agencies to make the most of this increasingly promising learning medium. The report can be found online at <http://ssw.unc.edu/fcrp/RA_final_report.pdf>.

Online Version of *Child Development in Families at Risk*

Child Development in Families at Risk is a two-day foundation curriculum that builds on pre-service training. In 2005 the Division began offering this course as a "blended" learning experience. The content of this course is identical to the content of the 2-day classroom training and consists of:

- (a) One day (6-hours) of classroom-based instruction, which includes an overview of the course, a discussion of the benefits and challenges of blended instruction, and participant responsibilities in this blended e-learning course. Participants are assigned to online learning teams, learn about how they can receive help when they need it, and get tips on how to complete the course. This day also includes a foundation in child development theory and practice.
- (b) At the completion of the classroom portion, participants have approximately one month to complete the online portion of the course, which focuses in detail on the same subject areas listed above for the traditional classroom course.

Child Development in Families at Risk Blended E-learning format was developed by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

During 2005 a total of 50 child welfare workers and supervisors participated in this online course.

6. CHILDREN'S SERVICES REGIONAL TRAINING CENTERS

“To establish fully functional regional training centers.” (Goal Six)

During 2005, a total of **263** training events were offered at the Regional Training Centers (RTC). Four children's services regional training centers (Asheville, Charlotte, Greensboro, and Kinston) were established in 1998 in partnership with Asheville/Buncombe Technical Community College in Asheville, Central Piedmont Community College in Charlotte, Guilford Technical Community College in Greensboro, and Lenoir Community College in Kinston. The Fayetteville Regional Training Center opened in 2002, in partnership with Cumberland County Department of Social Services. Two trainers and a clerical support position serve at each of these centers. The primary responsibility of each center is to deliver the required pre-service, 200 series, and 300 series training. Additional office space at the Fayetteville RTC provides temporary offices for multi-disciplinary field staff in the southeastern region.

In 2005, the Greensboro Regional Training Center moved from the J.C. Price Campus of Guilford Technical Community College to a newly constructed facility on Wendover Avenue (Greensboro Campus). In addition, all five training centers received new computers with updated software.

7. CHILD WELFARE TRAINING EVALUATION SYSTEM

“To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITCA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.” (Goal Seven)

Training evaluation focused on seven major areas this year: assessment of trainee satisfaction; assessment of pre-service training learning; assessment of learning in foundation level courses; evaluation of *Cornerstone III* training; performance-based contracting; Title IV-E Education Collaborative; and curriculum review and analysis. A brief summary of each of these work areas follows.

Assessment of Trainee Satisfaction

During 2005, Participant Satisfaction Form (PSF) data from child welfare trainings conducted during 2004 were analyzed. The primary purpose of this form is to furnish information for efficient management of the training system based on timely identification of trainee satisfaction and dissatisfaction with various aspects of training. The PSF covers three broad areas: the training curriculum, effectiveness of training delivery, and satisfaction with training arrangements and physical facilities. In July 2005, a revised version of the PSF was introduced. The revision involved exclusion and

inclusion of few questions as well as rewording of some questions to prevent misconceptions from participants completing the form.

Between January 1 and December 31, 2004, a total of **7,199** PSFs were completed and returned from **343** training events, conducted by **92** different trainers at **63** different sites across North Carolina. The report findings were extremely positive. Training participants appear to be very satisfied with almost all aspects of the child welfare training system, including curriculum, trainers, and (for the most part) facilities. Suggestions were made for review of several curricula and use of certain training facilities. In addition to the 2004 PSF report, two separate supplemental reports were prepared to provide training managers with information on participant perceptions of individual trainers during this time period

Also, during the period of **January 1, 2005 through December 31, 2005** a total of **8,977** PSFs were completed and returned from **428** training events (equivalent to **548** weeks of training), conducted by **75** different trainers across North Carolina. The 2005 PSF data will be analyzed and reported in spring 2006.

Assessment of Learning in Pre-Service Training

The Pre-Service Training (PST) Knowledge Assessment, a 68-item instrument designed to measure PST participant learning, was finalized, and the assessment and reporting process began in March 2004 and continued throughout 2005. The Knowledge Assessment is administered to PST trainees at the end of training. It is a requirement for successful completion of the training program. Regional Training Center administrative staff send the answer sheets to UNCG where they are scanned and scored. Score reports are then sent back to the RTC administrative staff person to send to the trainee's supervisor as a part of the feedback package sent back to the county. During 2005, 467 PST trainees took the Knowledge Assessment and had their scores reported to their supervisors.

The validation process for the PST Knowledge Assessment continued during 2005 to try to develop as valid an instrument as possible given system requirements and constraints. The goal is to obtain more accuracy for the reported scores and to minimize the error component associated with the reported scores. Between May and November, 2005, a 126-item instrument was utilized. Not all of the reliability coefficients for the 6 subscales met the desired .60 level, so a second instrument was developed, in partnership with the PST trainers and curriculum writers. Pilot testing of this 153-item instrument began in November 2005 and is expected to be completed by May 2006.

Assessment of Learning in Foundation Level Courses

In collaboration with curriculum writers and trainers, evaluation staff developed knowledge assessments for the following core courses: *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals*, *Legal Aspects of Child Welfare in North Carolina*, *Effects of Separation and Loss on Attachment*, and *Child Development in Families at Risk*. These assessments are used in an embedded evaluation design in which trainees take the assessments near the end of training, and then the trainers go over the

answers as a part of the learning process. No scores are reported to counties, as these assessments are intended for curriculum evaluation purposes only. The initial pilots tests for these knowledge assessments were completed during 2005. Effective January 2006, summary reports for each training will be sent to the person responsible for each of the four curricula.

Evaluation of Cornerstone IIIA and IIIB Training

Cornerstone IIIA and IIIB training is conducted by Appalachian Family Innovations (AFI). During 2005 training evaluation staff provided technical assistance to AFI to design an embedded evaluation for both of these curricula. AFI staff sent data to training evaluation staff for analysis. Results of this analysis will be available in 2006.

Performance-based Contracting

The NC Department of Health and Human Services decided that, beginning with contracts for the 2005-2006 fiscal year, all vendors must engage in some form of performance-based contracting (PBC) with respect to the deliverables in their contracts. The Family Support and Child Welfare Services Staff Development Team asked that UNCG, in conjunction with the Training Evaluation Advisory Committee, develop a PBC Plan for all training vendors to use in preparing their contract proposals. In 2005, training evaluation staff provided technical assistance around development of PBC plans to AFI, Resources for Change, and the UNC-CH Child Medical Evaluation Program. The Training Evaluation Advisory Committee reviewed seven PBC plans prior to contract proposal submission.

Work with Title IV-E Education Collaborative

As a part of the evaluation of the entire training system, evaluation staff provided technical assistance to the Title IV-E Education Collaborative. This assistance has been two-fold. First, staff served on the Collaborative's Evaluation Council, which provides guidance and assistance in evaluation design, instrument construction, and interpretation of data. Second, training evaluation staff prepared PST Knowledge Assessment material for Collaborative students to take. Staff also scored these assessments and reported scores to the Collaborative main office and prepared a summary report.

Curriculum Analysis and Review

With the assistance of training evaluation staff, the Family Support and Child Welfare Services Staff Development Team began a curriculum analysis and review process in 2005. The purpose of this project was to ensure consistency and minimize unnecessary duplication of material in the curricula of certain training programs provided by the Staff Development Team. Since the reorganization of the child welfare training system five years ago, the Staff Development Team has designed and implemented many new courses. These curricula were written by different curriculum developers at different times, and there has not been any systematic review of the entire training system curriculum to examine issues of consistency and duplication. In addition, the recent implementation of the Multiple Response System approach to child protection in North

Carolina has introduced new philosophies, practice strategies, and vocabularies to the training system. It is important that training programs be examined in the light of these changes.

During 2005, evaluation staff worked with the Staff Development Team and contract trainers/curriculum developers to review *Setting the Stage for Child and Family Teams*, *Anchor's Away! How to Navigate Child and Family Teams: The Role of the Facilitator*, and *Supporting Partnerships for Parenting* curricula. In addition, the work group also developed a process and procedures for conducting similar reviews of other curricula in the future. The review identified no unnecessary duplication of content among the curricula. A number of policy issues were clarified and recommendations made for revision of the curricula to ensure consistency in content.

8. COLLABORATIVE PARTNERSHIP

"To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components." (Goal Eight)

The Staff Development Team within the Family Support and Child Welfare Services Section of the NC Division of Social Services manages the Partnership. As the **central management organization** of the Partnership, the Division has established an administrative structure that carries out the purpose of the system. In addition, it provides a program administrator who bears day-to-day management responsibility and assesses the Partnership's progress toward the purposes mentioned above. This program administrator serves on the Children's Services Section Management Team, which meets twice monthly. The Staff Development Team Program Administrator reports directly to the Chief of Family Support and Child Welfare Services, who in turn reports to the Director of the NC Division of Social Services. The program administrator directly supervises three trainers who travel from site to site, two curriculum writers/trainers, one contract administrator, two administrative support staff in the central office, and one program manager.

Statewide Training Advisory Committee

The Advisory Committee was established by the Partnership and is comprised of state, regional, and county staff and consortium members who advise the Staff Development Team. The committee focuses on the effectiveness and quality of the training program, paying special attention to strategic and operational planning and program evaluation. This committee meets four times a year (*see Appendix B*).

Statewide Training Database System

The regional training centers and the central office, as well as other statewide training partners, continue to have immediate and simultaneous access to training information through the North Carolina Statewide Training System (NCSTS). Designed for use over the world wide web, this database system serves two primary functions: it tracks the enrollment and completion of training by social workers in North Carolina, and it

provides administrators with information useful for monitoring the demand and supply of child welfare training across the state. A new version of the NCSTS (version 3.0) was developed during FY 2002-2003.

In March 2004, the new version of the NCSTS (version 3.0) was successfully implemented. NCSTS data entry users received two full days of training on how to navigate the new system to perform their registration tasks and make use of new features. The overall web site changes were designed to enhance general functions, such as registering trainees and assigning trainers to events, and to give users the ability to “drill down” into online reports to obtain specific details behind an overall report. These new features were very well received by NCSTS users.

During 2005, a Web portal (www.ncswLearn.org) was developed to include current, revised, and newly-developed components of the Training Information Management System (TIMS). This password-protected site is a place where North Carolina's human services professionals can discover and engage in the learning opportunities provided by the NC Division of Social Services. Implemented in 2005, this portal provides access to the following components:

- **New version of the NCSTS (4.0).** Training administrators use this site to process logistics related to training registrations. This new version was developed in 2005 to improve security, facilitate easy access for users, and accommodate the implementation of online courses.
- **Newly developed Personalized Learning Portfolio (PLP).** Trainees across North Carolina can create their personal ncswLearn.org account and then view their own training attendance history, register online, view up-to-date training availability, engage in online learning, and take an individualized training assessment.
- **Curriculum Management Tool.** Curriculum developers can access the system to view the universe of competencies, and to develop and modify competency-based curricula.

In addition, the North Carolina Services Services Professional Development web site (www.ncswTrain.org) was revised and launched in 2005. With this site human services professionals can view courses catalog, course calendar, register online, and contact Partnership training administrators.

System of Care

The System of Care (SOC) project counties have made significant progress over the past year in the implementation of SOC principles within their agencies, their counties, and the state. This is the result of the hard work and ongoing efforts of the state and local SOC site coordinators, the evaluation team, as well as the half-time family partner positions hired to inform the SOC development process. Stronger, more trusting relationships across agencies and within communities are being forged within the SOC pilot counties. Training and technical assistance resources have been used to build and strengthen local collaborative infrastructures and to enhance the ability of the family members to be full and equal partners in building systems of care within their

communities. Cross-disciplinary child and family teams are being implemented in the three counties and cross-agency training has taken place through the grant. A state-level, cross-agency workgroup is currently developing a child and family team curriculum that can be used for all child serving agencies in North Carolina.

In the system of care pilot counties all DSS staff members—not just child welfare staff—have been trained in principles of family-centered practice. A one-day cultural diversity curriculum has been developed that is being piloted for Division staff and will be offered to non-child welfare and Work First staff in the three SOC county sites. A more in-depth, three-day cultural competency curriculum is also under development for child welfare and Work First staff.

The system of care coordinators and the evaluation staff person are members of the NC State Collaborative for Families and Children. By participating in the Collaborative's meetings, as well as staffing many of its committees, SOC staff are able to influence the direction the state takes in establishing system of care statewide. Their participation in these meetings also enables them to take information back to their counties to use in the local SOC development. Regional SOC training for local collaborative groups across North Carolina are being planned through the state for later this year, and regional system of care technical assistance and support groups are being formed to enhance sustainability. A NC State Collaborative SOC web site is under development and funded through blended agency funds with information for North Carolina's child-serving public and private agencies, community partners, and family members.

The local site coordinators also take on active roles within their local DSS agencies to influence agency culture and policy to become reflective of MRS and SOC principles. Training and presentations are provided to staff on SOC-related topics. Internal workgroups and internal committees have been organized to reflect family-centeredness in agency climates, policies, practices, and child and family teams.

The implementation of a system of care framework for serving families in North Carolina is a multi-faceted, multi-level process building upon and supporting Multiple Response System reform in child welfare.

The Multiple Response System Reform Effort

In 2002, North Carolina began to reform its child welfare system through the seven strategies of the Multiple Response System (MRS). Under MRS, rather than treating every report as if it were potentially a serious case of criminal child abuse/neglect, intake reports are carefully sorted into one of two approaches. The first, the **investigative assessment approach**, resembles the classic child protective services (CPS) response in which workers perform a rigorous investigation. In the second, the **family assessment approach**, child safety is still the first concern, but the overall nature of the agency's contact with the family is much more supportive.

MRS does more than change the way agencies respond to reports of abuse and neglect. Because the aim of this effort is to make the child welfare system more family-centered, MRS employs seven strategies for reform. These seven strategies, outlined below,

prescribe changes in the way social workers, foster parents, and others do their jobs throughout the entire continuum of child welfare.

Strategies of the Multiple Response System

1. Strengths-based, structured intake process
2. Choice of two approaches to reports of child abuse, neglect, or dependency
3. Coordination of law enforcement agencies and child protective services while using the investigative approach
4. Redesign of in-home family services
5. Child and family team meetings
6. Shared parenting meetings
7. Collaboration between work first and child welfare programs

In April 2002, to support this new approach in child welfare, North Carolina implemented new Structured Decision-Making tools to help child protective services workers determine how to respond to families. In August 2002, ten county departments of social services (Alamance, Bladen, Buncombe, Caldwell, Craven, Franklin, Guilford, Mecklenburg, Nash, and Transylvania) began piloting MRS. In preparation for MRS, representatives from Caldwell and Alamance counties traveled to Minnesota to observe that State's multiple response system. To support the implementation of MRS, North Carolina also brought in professionals from other states to train Division staff and child welfare workers from pilot counties.

During 2002, through the Partnership, several new courses were developed to train county DSS social workers to use the new structured decision making tools, to facilitate family-centered and shared parenting meetings, and to help them understand and put into practice the MRS strategies and the six principles of partnership: (1) Everyone desires respect, (2) Everyone needs to be heard, (3) Everyone has strengths, (4) Judgments can wait, (5) Partners share power, and (6) Partnership is a process.

In 2003, to support the implementation and expansion of MRS for the additional 42 county of departments of social services, a one-day training event, "*Multiple Response Is System Reform*," was offered 45 times across North Carolina; with a total of 1,328 participants. This training helped county DSS's and their communities explore how child welfare practice under the multiple response system (MRS) reform effort fits with the family-centered approach. The training addressed the history and need for child welfare reform; the seven strategies of MRS; the benefits of each strategy; the six principles of the family-centered approach and how they relate to MRS; and the assessment of county-specific strengths and needs.

Also during 2003, supervisors were trained to use these partnership principles in their interactions with workers so they could model good social work practice. In addition, two new curricula were developed emphasizing the use of family-centered partnerships in CPS practice.

During 2004 efforts were made to provide training opportunities for the 52 participating counties so that they would be fully prepared to implement MRS. In

addition, plans were formulated to provide training in 2005 to the 48 remaining counties in anticipation of expanding MRS statewide.

MRS training in 2005 focused on preparing the 48 remaining counties to implement child welfare reform. ***“Multiple Response is System Reform”*** was offered **19** times around the state with **760** participants. Ongoing training in family-centered practice for workers and supervisors was made available to all counties. In addition, a course for supervisors was piloted which helped agencies to collaborate internally and with community partners and to use data to achieve specific outcomes. Training on shared parenting and child and family teams was also made available. Finally, an MRS Learning Institute was held in 2005; it featured workshops and presentations to assist counties with their welfare reform efforts.

9. TRANSFER OF LEARNING SYSTEM

“To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.” (Goal Nine)

Providing child welfare services requires specific areas of knowledge and skill. To be recognized as competent, agency administrators, supervisors, and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Developing competence in child welfare requires the workers’ effective application, on the job, of knowledge and skills gained in training. Transfer of learning involves specific activities the trainer or participant and his or her supervisor can engage in before, during, and after training to assist staff in becoming competent.

A transfer of learning strategy was devised and implemented for all pre-service training participants effective September 1, 2002. As a requirement for completion of pre-service training, participants are expected to participate in activities that will prepare them for training, such as reviewing the Participant Feedback Form and Benchmarks prior to training as well as reviewing the CD-ROM, *Orientation to the NC Social Service System* and *Customer Service Excellence*. During training, participants are expected to return to their agencies during week three and complete specific activities related to the knowledge they gained in weeks one and two. Also, during week four of training, participants are assigned specific activities to complete at the conclusion of each training day. The entire transfer of learning packet is submitted to the trainers on Day 12 of pre-service training. The trainers review the completed information, providing written feedback to the participants and their supervisors regarding the content of the material completed by the participant. While most of the activities contained within the transfer of learning packet are self-directed, the role of the agency supervisor in this process is paramount to the new worker’s success in transferring knowledge learned in the classroom to situations on the job.

A survey of pre-service training participants and their supervisors was conducted in fall 2003 to gather information on their perceptions of the TOL System. A full report providing the findings from this survey was issued in 2004.

Also during 2004, the TOL packet was revised in response to feedback from participants and trainers. The primary focus was on clarification of instructions and revisions to the scenario to enhance the participant's ability to complete the Structured Decision Making tools.

In 2005, statewide training partners began discussing transfer of learning with all curricula. Of particular interest to the Partnership is how to support staff and their supervisors as they apply their learning on the job, the value of evaluating how training affects services delivered to families, and how training affects the outcomes of safety, permanence, and well-being.

10. EDUCATION COLLABORATIVE

"To prepare undergraduate and graduate level social work students for work in children's services in county departments of social service." (Goal Ten)

The NC Child Welfare Education Collaborative (the Collaborative) is a joint effort of North Carolina social work education programs, the NC Division of Social Services, and other partners such as the NC Association of County Directors of Social Services and the NC Chapter of the National Association of Social Workers. Established in 1999, the Collaborative strengthens public child welfare services by increasing the number of well trained and highly committed BSW and MSW social workers employed in local departments of social services. Offering specialized educational opportunities emphasizing public child welfare practice, the Collaborative provides financial support for selected social work students who will commit to work in a North Carolina county department of social services. While they are in school, Collaborative students (child welfare scholars) satisfy all requirements for the state-mandated child welfare pre-service training. Collaborative students can begin field placement with a county department of social services without having to take the 72-hours pre-service course, and agencies can hire these students as fully qualified for child welfare social work positions and do not have to incur the expense of pre-service training.

Three MSW programs (UNC at Chapel Hill, East Carolina University, and the NC A&T State University/UNC at Greensboro – Joint MSW) and three BSW programs (NC State, UNC at Wilmington, and Appalachian State) offered the child welfare scholars program in FY 2005-2006. These six programs worked with 126 child welfare scholars: 49 undergraduate and 77 graduate students. About 24% of the scholars this year are employees (n=30) earning a social work degree while they maintain their employment at a county DSS. Nine BSW scholars graduated in December 2005 and 54 MSW graduates are expected in May 2006. The program is in the third year of a discretionary grant from the Children's Bureau that supports a modified Collaborative site at Western Carolina University. This site serves only DSS employees from the 11 western North Carolina counties and enrolled 3 scholars during 2005-2006.

Child Welfare Education Collaborative: Key Statistics

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Social Work Education Programs	3	6	6	6	6	6	6
Child Welfare Scholars	31	89	115	103	111	110	126
Scholars in Field Placement	23	71	86	75	74	68	86
Graduates During Academic Year	2	35	54	62	64	61	63

Several social work education programs received a preservice training waiver from the NC Division of Social Services during the 2002-2003 academic year. This waiver authorized the programs at East Carolina University (BSW), North Carolina Central University (BSW), Western Carolina University (BSW), University of North Carolina at Pembroke (BSW) and University of North Carolina at Charlotte (BSW and MSW) to offer a university-based version of preservice training. Students can complete the training requirement while enrolled in the social work program. Unlike scholars, these waiver students do not have a contractual work obligation upon graduation. Forty students participated in the waiver program during the 2005-2006 academic year. The waiver program provides the foundation for implementing the full Collaborative program once funding is available for these additional sites. Inclusion of these programs will significantly increase the number of new, fully-qualified MSW and BSW graduates who seek employment at county DSS's.

12. Appendices and Tables

APPENDIX A: NCDSS CHILDREN'S SERVICES STATEWIDE TRAINING PARTNERSHIP MEMBERS, 2005

- Appalachian State University
(Home Remedies, Appalachian Family Innovations)
- Children and Family Services Association–NC
- Cumberland County Department of Social Services
- Independent Living Resources, Inc.
- NC A & T State University Social Work Program
- NC Association of County Directors of Social Services
- NC Community College System
- NC Division of Social Services
- NC Kids Adoption and Foster Care Network
- NC State University Department of Sociology/Social Work
- Resources for Change, Inc.
- UNC-Chapel Hill School of Social Work
(Jordan Institute for Families)
- UNC-Chapel Hill School of Medicine
- UNC-Greensboro Department of Social Work

APPENDIX B: MEMBERS OF THE NORTH CAROLINA CHILDREN'S SERVICES TRAINING ADVISORY COMMITTEE 2005

1. Fasih Ahmed, *Faculty, Carolina Evaluation Center, NC A & T University*
2. Rhoda Ammons, *Program Consultant, Family Preservation/Family Support, NCDSS*
3. Kathy Birkhead, *Staff Development and Training Coordinator, Child and Family Services Association*
4. Cindy Blizewski, *Trainer, Mecklenburg County Youth and Family Services*
5. Kathy Boyd, *Executive Director, NASW-NC*
6. Lane Cooke, *Program Coordinator, Family and Children's Resource Program part of the Jordan Institute for Families, UNC-CH School of Social Work*
7. Yvette Davenport, *Supervisor, Washington County DSS*
8. Jan Elliott, *Director, Scotland County DSS*
9. Cathy Ferran, *Families Helping Families Supervisor, Cumberland County DSS*
10. William Griffin, *Executive Director, Independent Living Resources, Inc.*
11. Bob Hensley, *Consultant, NCDSS*
12. Betsy Lindsey, *Faculty, Department of Social Work, UNC-Greensboro*
13. Senthia Newsome, *Program Manager, Halifax County DSS*
14. Eddie Perkinson, *Johnston County DSS*
15. Ruth Harrison, *Regional Training Program Manager, NCDSS*
16. Javier Rivera, *Budget Analyst, NCDSS*
17. Debbie Ryals, *ECU Child Welfare Collaborative Project Director, ECU*
18. Jane Shooter, *Child Welfare Trainer, Cleveland County DSS*
19. Cherie Spehar, *Training Coordinator, NCSU Social Work Program*
20. Jennifer Sullivan, *Director of Government Relations, NASW-NC*
21. Gale Trevathan, *Children's Program Representative, NCDSS*
22. Teresa Turner, *Team Leader, Staff Development, NCDSS Children's Services*
23. Mary Urzi, *Family Support Services Director, Wake County Human Services*
24. Evelyn Williams, *Director, NC Child Welfare Education Collaborative, UNC-CH School of Social Work*
25. Patrice White, *Program Director, Home Remedies, Appalachian Family Innovations*

APPENDIX C: REGIONAL TRAINING CENTERS

Asheville Regional Training Center

Asheville-Buncombe Technical Community College
Haynes Building, 4th Floor
1459 Sand Hill Road – Training Rooms: 408 & 409
Candler, NC 28715
Trainers: Steve Elledge and Geraldine Shuford

Charlotte Regional Training Center

Central Piedmont Community College
West Campus
3210 CPCC West Campus Drive
Training Rooms 2105 & 2110
Charlotte, NC 28208
Trainers: Dee Hunt and Rodney Little

Fayetteville Regional Training Center

Cumberland County Department of Social Services
1225 Ramsey Street – Training Rooms: G-05A, G-05B, & G-05C
Fayetteville, NC
Trainer: Sue Dickinson and Veronica McPhatter

Greensboro Regional Training Center

Guilford Technical Community College
Greensboro Campus, Adult Education Center
3905 East Wendover Avenue— Training Rooms: 217 & 218
Greensboro, NC 27405
Trainers: Christine Houston and Kaye Moody

Kinston Regional Training Center

Lenoir Community College
Main Building – Training Rooms: 202 & 205
Highway 70
Kinston, NC 28502
Trainer: Velvet Nixon

APPENDIX D: CURRICULUM STRUCTURE

Child Welfare Training System

100 Series

Pre-service (Effective July 1998)

200 Series

Tier 1



Tier 2



300 Series



APPENDIX E:

TEN PARTNERSHIP GOALS

1. To formalize an ongoing process for reviewing and adopting child welfare competencies that are comprehensive, relevant, and responsive to the changing child welfare system in North Carolina.
2. To provide standardized pre-service and foundation-level training for all new child welfare services employees, and to provide specialized and advanced practice in-service training to child welfare services employees and other community professionals.
3. To implement and utilize the Individualized Training Assessment (ITA) statewide computerized tracking system (formerly named Individual Training Competency Assessment).
4. To develop a pool of competent trainers (both NCDSS staff and contract) to meet the changing needs of North Carolina's child welfare system.
5. To design a dynamic curriculum development system that emphasizes competencies, social work values, ethics, and North Carolina's child welfare standards in all learning tools.
6. To establish fully-functional regional training centers.
7. To ensure that evaluation becomes an integral component of the training system, including: evaluating trainers, participant learning, curricula, competencies, the ITA process, training outcomes for children and families, cost analysis, and general satisfaction with training system responsiveness.
8. To have a policy and administrative structure that promotes ongoing and collaborative planning, management, and evaluation of all system components.
9. To develop and implement a transfer of learning system that is comprehensive, consistent, and structured.
10. To prepare undergraduate and graduate level social work students for work in children's services in county departments of social services.

APPENDIX F: DESCRIPTIONS OF COURSES OFFERED IN 2005

1. 2003 Multiple Response System Policy Training. This one-day curriculum is intended to provide an overview of the Division's 2003 Multiple Response System (MRS) policy. It begins with brief summaries of the legislation that authorized MRS, the seven strategies of MRS, and the family-centered principles of partnership. The training then focuses on specific requirements of MRS policy concerning each of MRS's seven strategies. The training material is presented by a guide lecture utilizing Power Point slides. Participants are offered the opportunity to ask questions at the end of the day as well as hear from a line worker from one of the 10 original pilot counties. Developed by the NC Division of Social Services.

2. Adolescent Independent Living Group Work. This three-day curriculum is devoted to providing life skills training in the group setting. The program covers all aspects of running an adolescent skills group, including planning and setting up a group, location and other logistical concerns, motivation, incentives, and measuring success. Developed by Independent Living Resources, Inc.

3. Adoptions in Child Welfare Services. This three-day specialized curriculum focuses on children awaiting adoptive placement and families interested in adopting children. Topics covered include: policies, laws, and best practices that support a broad-based community approach to finding families; the importance of ensuring families are willing, able, and informed about the parenting of children who are available for adoption; the importance of gathering firm assessment information about the child's needs and the prospective families' strengths; the skills necessary to prepare the child and family for the adoption experience; and, to increase permanence, the need for a plan for post-placement support for the family. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

4. Adult Mental Health Issues which Impact Families Served by Child Welfare. This two-day curriculum is designed to address the mental health needs of parents and caretakers involved with the child welfare system. It focuses on mental health illnesses that often affect a person's ability to parent, bringing the family to the attention of DSS. In this training participants will learn the causes, symptoms, prognosis, treatments, and interventions for depression, schizophrenia, bipolar disorder (manic-depression), borderline personality disorder, and what risks may be posed to children, to the person with the illness, and to workers. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-CH School of Social Work.

5. Anchors Away! How to Navigate Child and Family Teams: The Role of the Facilitator. This four-day learning event is an intensive, skill-building opportunity for those who facilitate family-centered meetings as part of MRS. Participants learn how to

effectively facilitate family meetings by first understanding how this role is different than traditional social worker roles and conducting their own self-assessment of their facilitation skills. Strategies are presented for partnering with the case-carrying social worker, creating an environment of physical and emotional safety, encouraging effective communication amongst meeting participants, managing conflict and denial, and working with children at the meetings. It explores the various features of family-centered meetings and how to use these features according to the family's culture and situation. The highlight of the training is a "mock" meeting in which participants are able to experience the process themselves. This curriculum replaced the "Facilitator Training for Family Centered Meetings: Getting Started" AND "Sharpening Your Skills." Developed by the NC Family-Centered Meetings Project, NCSU Social Work Program. (*implemented in 2004*)

6. Building Skills for Training. This two-day curriculum teaches trainers a structured approach to discussions and gives them opportunity to practice leading discussions using the method. Participants explore multiple intelligence as a framework for consideration in training design and delivery. In addition, participants identify and brainstorm solutions for commonly challenging training situations. Developed by Resources for Change, Inc. (*implemented in 2005*)

7. Case Planning and Management in Child Welfare Services. This four-day specialized curriculum focuses on the knowledge, beliefs, and skills needed to achieve successful outcomes with families and children. This training is interactive and gives participants many opportunities for skill practice. Topics covered include relationships as a foundation for practice, the role of the case manager, preparing to work with a family, utilizing risk assessment, setting objectives, family group decision making, completing the family services case plan, case documentation, monitoring the case, testifying in court, termination/transition, and professional development. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work and later revised by the NC Division of Social Services.

8. Caution: Family Meeting Ahead! A Guide for Social Workers Attending Child and Family Teams. This is a one-day curriculum offered to child welfare staff in agencies participating in the Multiple Response System. Participants who attend this training leave with an understanding of their role in the process of conducting Child and Family Teams, Shared Parenting Meetings, and other forms of family-centered meetings. Participants gain tools, skills, and knowledge in preparing for the meeting, ensuring participant safety, and achieving "buy-in" from family and community members. Developed by the NC Family-Centered Meetings Project, part of the Department of Social Work at North Carolina State University.

9. Child Development in Families at Risk. This two-day foundation curriculum builds on the Pre-service training. The course focuses on normal developmental milestones for infants and toddlers, school age children, and adolescents. It also covers the effects of abuse, neglect and trauma, such as environmental stress on the development of children. New research in the areas of brain development, temperament, and resiliency

are explored. Case studies are used to practice developmental assessments, family-centered practice, and case planning. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

10. Child Forensic Interviewing. This five-day specialized curriculum is designed to provide the social worker with a foundation in legally defensible, developmentally appropriate interviewing of the alleged child victim in investigative assessments of child abuse. Topics covered include developing and maintaining rapport, appropriate questioning, memory and suggestion issues, assessing credibility, and interviewing the avoidant child. The course emphasizes small group exercises and role plays to practice a semi-structured interview approach. This curriculum was developed by the Program on Childhood Trauma and Maltreatment in the UNC-CH Department of Psychiatry. (*revised in 2005 as a four-day curriculum*)

11. Child Forensic Interviewing for Supervisors. This one-day curriculum enhances supervisors' ability to provide useful, constructive feedback to CPS workers on their interviews of child victims of alleged maltreatment. The training includes a brief overview of the course, *Child Forensic Interviewing*, to highlight the essentials of child forensic interviewing. It focuses on identification of strengths and weaknesses in interviews and provides opportunities for participants to practice critiquing a number of interview transcripts. Developed by the Program on Childhood Trauma and Maltreatment in the UNC-CH Department of Psychiatry (*implemented in 2005*)

12. Child Welfare Domestic Violence Policy Training. This two-day policy training enables participants to institute child protective services that are consistent with the Division's domestic violence policy. Day one provides basic information about the dynamics and dangers of domestic violence, the link between domestic violence and child maltreatment, the impact of domestic violence on children and behavioral characteristics of family members, and the interventions required to protect both adult and child victims. These issues are discussed incorporating key policy points. Day two focuses specifically on policy and its implementation and also includes an overview of the domestic violence resources for enhanced practice, domestic violence assessment tools, and the domestic violence personalized safety plan. Developed by NC Division of Social Services. (*implemented in 2005*)

13. Child Welfare in North Carolina (Pre-Service). This three-week, competency-based curriculum provides social workers and supervisors with an orientation to the North Carolina child welfare system. During this training, participants are provided with an overview of the organizational structure of the county DSS; information about child welfare laws, policies, and standards; best practices related to family-centered practice and the family assessment; and the change process, from CPS intake to adoption. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work and later revised by the NC Division of Social Services.

14. Child Welfare in North Carolina for BSW Students. This curriculum is targeted toward individuals pursuing a BSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the BSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

15. Child Welfare in North Carolina for MSW Students. This curriculum is targeted toward individuals pursuing a MSW from a North Carolina-accredited school of social work. In addition, students must also complete an internship in a North Carolina public child welfare agency. This training provides students with an overview of DSS and specific information regarding a case from the point of intake through adoptions. This training, in combination with the MSW educational requirements and a public child welfare field placement, meets the 72-hour pre-service training component required by law. Developed by the NC Division of Social Services.

16. Cornerstone I: Multiple Response is System Reform – Key Strategies for the Future Direction of Child Welfare Services in North Carolina. This one-day training for county department of social services staff and their community partners explores the relationship between family outcomes, family-centered practice, and the Multiple Response System (MRS). This course will address the history and need for system reform in our state, the benefits of the seven MRS strategies, and the six principles necessary for family-centered partnerships. It will also give participants an opportunity to explore their county's strengths and needs and how they relate to implementing MRS and achieving family-centered outcomes. This curriculum was developed and later revised in 2005 by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work. (*revised in 2005*)

17. Cornerstone II: What Is Good for Families Is Good For Workers—A Training for Child Welfare Supervisors. This four-day, skills-based course explores the relationship between parallel process, the supervisor's role as coach, and family-centered practice. Underlying this course is the belief that if a supervisor truly embraces the principles of family-centered practice, he or she will be worker-centered, thereby modeling effective work with families. The training also applies the six principles of family-centered partnership to supervisors' work with the staff they supervise. Developed by Resources for Change, Inc.

18. Cornerstone IIIA: Partners in Change—A New Perspective on Children's Protective Services. This three-day workshop provides foundation training for CPS workers and supervisors who will be implementing the family assessment approach of the Multiple Response System (MRS). This training is built on the belief that the most effective way to protect children is to strengthen their families, and the most effective way to strengthen families is through solution-focused partnerships with helping professionals. It also recognizes that the very nature of child protection practice presents

many barriers to partnership with families. This workshop is based on the six principles necessary for family-centered partnerships, with an emphasis on their use in CPS practice. This training teaches participants to successfully apply the principles of partnership in this new approach to child protection. Developed by Appalachian Family Innovations, Appalachian State University.

19. Cornerstone IIIB: Partners in Change—An Introduction to Family-Centered Practice. This is a three-day foundation training in family-centered practice for intake, case planning and management, foster care placement and licensing, adoption, Work First, and family preservation workers and their supervisors in Multiple Response System (MRS) counties. This training is built on the belief that the most effective way to protect children is to strengthen their families, and the most effective way to strengthen families is through solution-focused partnerships with helping professionals. This training is based on six principles necessary for family-centered partnerships. Developed by Appalachian Family Innovations, Appalachian State University.

20. Cornerstone IV: Supervisors Working with Others, Working with Outcomes. This four-day curriculum provides supervisors with the skills necessary to collaborate across program lines both within the agency and with the larger community. The curriculum also provides supervisors with skills to construct and participate in a process- and outcome-oriented system. Supervisors learn how to analyze data and, using that data, how to measure progress toward successful outcomes, and how to articulate those successes to their various stakeholders. An outcome-oriented supervisory feedback system provides staff and agency management with continuous information on the family outcomes of safety, permanence, and well-being. Supervisors identify where they are successful and where they need to adapt and improve their approaches. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. (*implemented in 2005*)

21. Deciding Together: A Program to Prepare Families for Fostering or Adoption on an Individual Basis. This three-day curriculum is based on the *Model Approach to Partnership in Parenting/Group Preparation and Selection* (MAPP-GPS) program. This program focuses on the twelve key abilities necessary for successful foster and /or adoptive parenting that are the basis of MAPP/GPS. *Deciding Together* develops individual families at a level equal to that of MAPP/GPS. This individual preparation and selection program provides the agency with a flexible alternative to the group preparation and selection process. Developed by the Child Welfare Institute.

22. Effects of Separation and Loss on Attachment. This two-day foundation curriculum is designed for social workers responsible for the removal and placement of children. It includes information about the attachment process, separation from the viewpoint of the child, grief reactions based upon child developmental ages and stages, and strategies to help a child reattach. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

23. Family Support in Practice: Connecting with Families. This six-day specialized curriculum is designed for family support and family resource center workers and provides instruction in the skills necessary for working successfully with families in center-based programs, in support groups, and through home visiting. The training is interactive and skill-based. Developed by Appalachian Family Innovations at Appalachian State University.

24. Family-Centered Practice in Family Preservation Services. This six-day specialized curriculum for family preservation and other home-based services workers provides instruction in the skills necessary for a successful in-home intervention. Developed by Appalachian Family Innovations at Appalachian State University.

25. Financial and Legal Aspects of Adoption. This two-day specialized curriculum covers the financial and legal components of the adoption process. This curriculum was previously called “Understanding North Carolina Adoption Laws.” Developed by the NC Attorney General’s Office and the NC Division of Social Services.

26. Foster Family Home Licensing in Child Welfare Services. This two-day specialized curriculum focuses on the process of licensing foster parents through a county department of social services. Topics covered include North Carolina licensing procedures, issues of kinship and pre-adoptive placements, assisting families in the self-selection process and in their partnerships with other team members, matching children with the most appropriate placement, MEPA considerations, the roles of the licensing worker and the child placement worker, preventing disruptions, and skills for working with foster parents. Developed by Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

27. Fostering and Adopting the Child Who Has Been Sexually Abused. This is a four-day train-the-trainer curriculum designed to train child welfare staff who serve in the role of trainer to develop the skills of foster and adoptive families who work with sexually abused children. Participants are able to train experienced foster and/or adoptive families to make an informed decision about their willingness and readiness to apply specialized skills for meeting the needs of sexually abused children. Topics the participants learn to train include: understanding child sexual abuse, handling the double trauma of sexual abuse and placement, responding to disclosures of prior sexual abuse, managing behaviors to meet the needs of children who have been sexually abused, handling false allegations of sexual abuse, and teamwork with mental health, legal, and social service providers for the child who has been sexually abused. Developed by the Child Welfare Institute.

28. Helping Youth Reach Self-Sufficiency (Foster Parent Training). This three-day curriculum is designed to develop a core group of foster parents to provide continuing education and training to local foster parent associations on assisting foster youth to reach self-sufficiency. Developed by Independent Living Resources, Inc.

29. In the Best Interest of the Child: Making Most of Visitation. This two-day curriculum is designed to help child welfare workers improve the quality of visits between children in out-of-home care and their parents. Frequent visitation that focuses on maintaining the parent/child bond has been directly linked to timely and successful reunification. This curriculum will explore the three major visitation-related factors that reduce length of stay, techniques for using visitation as a therapeutic process, assessment and observation tools, and considerations when developing a visitation plan. Developed by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

30. Intake in Child Welfare Services. This three-day specialized curriculum provides essential knowledge and skills to workers responsible for receiving reports of child maltreatment, assessing whether those reports meet the criteria for child abuse/neglect/dependency in North Carolina, and participating in the decision as to how the agency will respond. Much of the learning involves participant interaction, and participants are expected to engage in skill practice through experiential and group activities. Topics covered include reporting child maltreatment, relating to the caller, educating the public, intake interviews, screening, consultation, documentation, time frame issues, triage, and safety considerations. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work and later revised by the NC Division of Social Services.

31. Introduction to Child Sexual Abuse in Child Welfare Services. This six-day specialized curriculum is designed to provide the social worker with a foundation for identifying and assessing child sexual abuse. Part 1 includes legal definitions of sexual abuse and related North Carolina statutes; personal and societal values and attitudes regarding sexual abuse; dynamics of the survivor, siblings, non-offending parent, and offender; and policy and best practice in conducting child sexual abuse investigations. Part 2 includes practicing interviewing techniques with the victim, siblings, non-offending parent, and the offender; working with the juvenile offender; developing family-centered protection plans and case plans; treatment modalities; and ways to prevent burnout and compassion fatigue. Developed by the NC Division of Social Services in collaboration with Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

32. Introduction to Substance Abuse for Child Welfare Services. This three-day curriculum focuses on children and families affected by alcohol and other drug abuse. Topics covered include family violence, child maltreatment, and intervention strategies. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

33. Introduction to Supervision for Child Welfare Services. This nine-day curriculum focuses on the complex challenges new supervisors face. Participants are presented with ways to get support, information, and a way of addressing the interpersonal dynamics that can influence the effectiveness of the unit. Applications-oriented topics include individual learning styles, leadership skills, evaluation

frameworks, group development, and team building. Developed by Resources for Change, Inc.

34. Investigative Assessments in Child Welfare. This four-day specialized curriculum provides participants with the knowledge and skills necessary to complete an investigative assessment with a family who has been referred for possible child abuse, neglect, or dependency. The participants learn preparation skills to engage the family, complete Structured Decision Making Tools using case examples, and become familiar with the four critical questions required to make a case decision. Using family-centered practice in investigative assessments is discussed in detail, and participants engage in discussions related to culture, diversity, values, and ethics in social work. Revised by the NC Division of Social Services. (*revised in 2005*)

35. IV-E: An Overview. This one-day curriculum provides social work staff with an overview of the laws and policies regarding IV-E funding for children in the custody or placement responsibility of county departments of social services. Recent revisions have incorporated lessons learned from a IV-E eligibility audit and updated case scenarios. Developed by the NC Division of Social Services.

36. Legal Aspects of Child Welfare in North Carolina. This two-day foundation curriculum is designed to provide child welfare staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children. Developed by the Partnership for Human Services, East Carolina University School of Social Work and revised by the NC Division of Social Services.

37. LINKS 101 (formerly titled *Adolescent Independent Living 101*). This three-day residency seminar is devoted to providing basic independent living training on principles, assessment, teaching skills, and developing a program. Audience: all county and residential staff who work with adolescents. Developed by Independent Living Resources, Inc.

38. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals. This two-day foundation curriculum is designed to help social workers understand the physical indicators of child abuse and neglect, secure medical examinations in a timely fashion, understand and interpret the results of those examinations, and help families understand follow-up care instructions for their children. Developed by the UNC-CH Medical School, Child Medical Evaluation Program.

39. Model Approach to Partnerships in Parenting, Group Preparation and Selection (MAPP/GPS). This eight-day curriculum is designed to guide foster and adoptive parent applicants and agencies through the complex issues they will face in working toward the goal of permanence for children. The curriculum is used as a framework to lead parent applicants towards assessing and learning the twelve key abilities necessary for successful foster and/or adoptive parenting. During the eight days, social workers will learn how to use the Group Preparation and Selection Program, including: the family profile, partnership and professional development plans, the

summary and recommendation, and the ten meetings. They will also learn to help prospective foster and adoptive parents identify their strengths and needs in relation to fostering and adopting. Developed by the Child Welfare Institute.

40. Money Matters: Foster Care Funding Basics. This two day training session designed for child welfare staff, including Program Administrators, Supervisors, Fiscal and Data Entry Staff. In addition, the training will be open to Child Care Provider Staff. The training addresses the various funding streams which support foster care placement and the technical systems which reimburse cost to the different organizations collaborating to provide care to clients. Participants address areas of collaboration in the care of clients under the custody of DSS by establishment of agreements between service providers and local county agencies. In addition, the training provides participants with methods to establish procedures and address funding requirements, problem-solving and correct data entry. Developed by the NC Division of Social Services.

41. Placement in Child Welfare Services. This four-day specialized curriculum provides participants with information about making appropriate foster care placements and gives them numerous opportunities for skill practice. This curriculum focuses on strategies to minimize trauma to the child. Topics covered include the dynamics of attachment and separation, preparation for placement, the history and legal basis of foster care, permanency planning, ICWA and MEPA, visitation and reunification, teamwork among social workers, birth and foster families, behavior management, and sensitive foster care issues. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

42. Positive Youth Development: Working Effectively with Adolescents. Participants attending this one-day specialized curriculum leave with an understanding of the factors that contribute to positive youth development and how we can modify our approach and agency environment to facilitate progress toward self-management. This training combines self-evaluation, theory, and practical application of learning. Key components of this training were incorporated as a part of the Interdependent Living curriculum developed by the Jordan Institute for Families at the UNC-CH School of Social Work and Southeastern Network through a grant from ACYF.

43. Real World Instructional Event. This one-day event teaches youth in foster care to make career and lifestyle decisions. It helps them make a direct connection between the career they choose and the lifestyle they desire and exposes them to skills they need to interview for jobs, pursue continuing education, create a budget, and make other critical choices. It offers direct learning and practice for youth with a powerful "punch." Developed by the Independent Living Resources, Inc.

44. Responding to Families and Communities Impacted by Methamphetamine. This two-day training improves the ability of child welfare workers to respond when children are in settings where methamphetamine is being abused or manufactured. The training covers the signs of methamphetamine use and production and the hazards meth poses. The training reviews the DSS Drug Endangered Children's policy for the safety of

workers and children and explore ways to intervene with these families. It focuses on the responsibilities of child welfare workers as part of the team who must address the consequences of methamphetamine abuse and production in their communities. This course has been revised since it was delivered in the Spring of 2005 as a one day event by the Division and the Jordan Institute for Families. *(implemented and revised in 2005)*

45. Setting the Stage for Child and Family Teams: An Agency and Community Orientation. This one-day interactive orientation training is focused on the use of family-centered meetings as part of service delivery within MRS. Participants will learn the philosophies and benefits of convening meetings that include family, extended family, friends, service providers, and community members in order to make plans and decisions that promote child and family safety and well-being. Strategies for moving from an authoritative, prescriptive approach to service planning and intervention to a more collaborative and empowering approach will be shared. Using a variety of lively materials and exercises, participants learn what a family-centered meeting is, how it can be used, when to have one, and what their role will be as a participant in the meetings. This course replaces "Setting the Stage for Family-Centered Meetings" Developed by the NC Family-Centered Meetings Project, NCSU Social Work Program. *(revised in 2005)*

46. Shared Parenting. This three-day curriculum is designed to be foundation training for all child welfare staff. This training explores the philosophy, rationale, and hands-on strategies for practicing shared parenting in child welfare services. An emphasis is placed on shared parenting as a partnership between the agency, birth parents, and foster and adoptive parents. Shared parenting as a process that involves all child welfare staff is emphasized. The roles that child welfare workers play in developing, encouraging, and facilitating the relationships between the agency, birth families, and foster families is explored in depth. This training emphasizes the importance of agency support of partnerships among birth families and foster (and kinship) families, with a focus on shared parenting as an essential element of family-centered practice. This training is an interactive course with videos, small and large group activities, and case scenarios that enhance the discussion of issues related to the implementation of shared parenting. It is based on the *Shared Parenting In-service Training Series*, developed by the Child Welfare Institute in Atlanta, Georgia. The training has been revised by the NC Division of Social Services. *(revised in 2005)*

47. Structured Decision Making Assessments in Child Welfare Services. This two-day curriculum provides social work staff with a historical and philosophical overview of the Structured Decision Making process and tools. Participants are provided with an opportunity to apply a family-centered approach in gathering information needed for the Safety Assessment, Risk Assessment, Family Strengths and Needs Assessment, Case Decision Summary, Risk Reassessment, and Family Reunification Assessment. Developed by the NC Division of Social Services.

48. Supporting Partnerships. This two-day curriculum emphasizes the importance of agency support of partnerships among birth families and foster families as an essential element of family-centered practice. It addresses the role that child welfare workers play

in developing, encouraging, and facilitating the relationships between the agency, birth families, and foster families. This curriculum includes discussion of issues such as fear and control, as well as the benefits of supporting building and maintaining all of the attachments for children in care. This training is highly interactive, with workers using creative thinking to develop ways to support birth families and foster families as they initially meet each other and begin their work together to help the child feel the support of both sets of parents. Developed by the NC Division of Social Services.

49. The ABC's of Including Children in Child and Family Teams. This one-day skill-building course, using a wide range of activities and materials, helps participants utilize strategies for preparing children for family meetings, making sure their voices are heard, and ensuring their safe participation. Developed by NC Family-Centered Meetings Project, NCSU Social Work Program.

50. The Emotional Aspects of Termination of Parental Rights (TPR). This two-day training is designed to help child welfare workers better understand the effects of TPR on children, birth parents, and workers themselves. Specifically, participants will discuss how to talk with children and birth parents about TPR, the ethics of TPR, the long-term psychological effects of TPR on the child and birth parents, and options for maintaining contact between the child and birth family. The ability of goodbye visits to help birth parents and children lessen the trauma of TPR, after care needs and support for birth parents, and the emotional stages and toll of TPR on workers are also discussed. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

51. Understanding and Intervening in Child Neglect. This two-day training helps participants understand how neglect affects children and families and gives them strategies for intervening effectively. Participants leave with an understanding of how poverty and neglect are linked (but not the same) and develop skills for working with families who are neglectful. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

52. Understanding Child Mental Health Issues. This three-day training provides a basic understanding of the five childhood mental health problems most commonly seen in child welfare settings. Children in the foster care system have much higher rates of mental health problems than do children in the general population. Participants will learn the causes, symptoms, prognosis, risks, treatments, and interventions for pediatric depression, juvenile bipolar disorder, ADD/ADHD, oppositional-defiant and conduct disorder, and posttraumatic stress disorder. Developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-CH School of Social Work.

53. Understanding the Interstate Compact on the Placement of Children. This is a one-day foundation curriculum. Participants who attend will leave with a basic understanding of what is involved in the interstate placement of children who are in the

custody of departments of social services. Developed by the NC Division of Social Services.

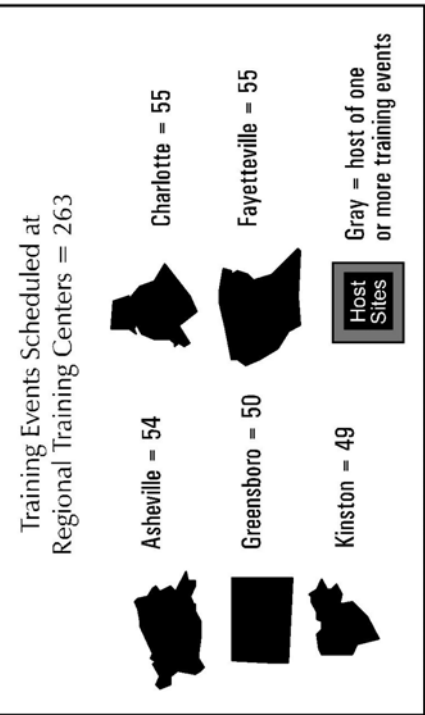
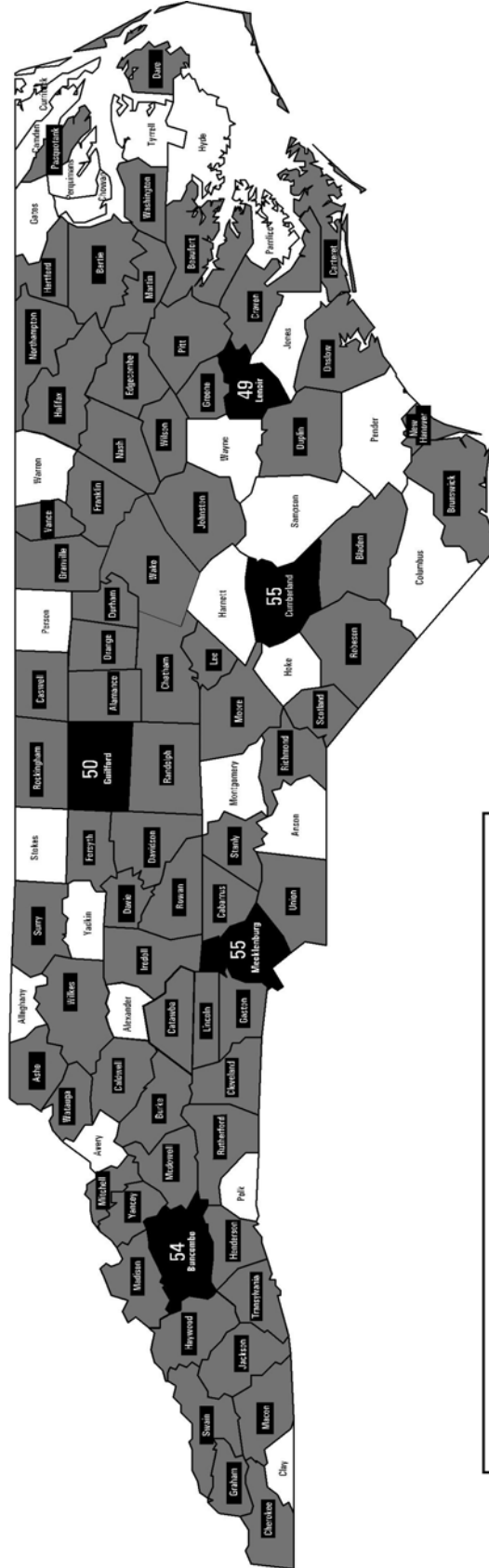
54. Widening the Circle: Child and Family Teams and Safety Considerations.

This two-day, advanced training provides strategies for fostering safe and effective participation at family-centered meetings. The first day is devoted to family-centered meetings when there is current or past family violence. The second day provides strategies for including family members with alcohol and other drug addictions, mental health histories, and developmental disabilities within a family-centered meeting. Attention is devoted to meeting preparations and facilitation and to ways in which the agency can offer a supportive context for carrying out these meetings. Widening the circle from the nuclear family to a network of informal and formal supports is set forth as the means of safeguarding child and adult family members. Exercises are used to develop competencies in four strategies for safe and effective participation: cultural safety, community partnerships, family leadership, and inclusive planning. Attention is given to developing participants' ability to recognize and transfer the appropriate ethical principles to specific situations. The training is intended to prepare family-centered-meeting facilitators, referring workers, and supervisors of referring workers to hold family-centered meetings with serious safety issues. Developed by the North Carolina Family-Centered Meetings Project, part of the Department of Social Work at North Carolina State University. (*implemented in 2005*)

APPENDIX G:
TRAINING STATISTICS ACROSS
NORTH CAROLINA

N.C. Division of Social Services
Family Support and Child Welfare Services Statewide Training Partnership
2005 Year-End Training Report

Training Statistics Across North Carolina



Key Statistics	
Total number of curricula offered:	53
Total number of training events:	487
Total number of training days:	1,745
Total number of county DSS workers registered:	12,355
Total number of other workers registered:	1,168

TABLES

Table 1: Training Events and Days Delivered During 2005

	Curriculum	Total Events	RTC Events	Classroom Days	Online Days	Total Training Days
1	2003 Multiple Response System Policy Training	12	1	12	0	12
2	Adolescent Independent Living Group Work	1	0	3	0	3
3	Adoptions in Child Welfare Services	4	4	12	0	12
4	Adult Mental Health Issues Which Impact Families Served by Child Welfare	1	1	2	0	2
5	Anchors Away! How to Navigate Child and Family Teams: The Role of the Facilitator	17	3	68	0	68
6	Building Skills for Training	1	0	2	0	2
7	Case Planning and Management in Child Welfare Services	6	6	24	0	24
8	Caution: Family Meeting Ahead! A Guide for Social Workers Attending Child and Family Teams	18	2	18	0	18
9	Child Development in Families at Risk	14	12	23	146	169
10	Child Forensic Interviewing	5	5	25	0	25
11	Child Forensic Interviewing (revised version)	3	3	12	0	12
12	Child Forensic Interviewing for Supervisors	2	2	2	0	2
13	Child Welfare Domestic Violence Policy Training	63	15	124	0	124
14	Child Welfare in North Carolina	43	40	516	0	516
15	Child Welfare Services in NC for BSW Students	4	0	11	0	11
16	Child Welfare Services in NC for MSW Students	1	0	5	0	5
17	Cornerstone I - Multiple Response Is System Reform - Key Strategies for the Future Direction of Child Welfare Services in North Carolina	19	0	19	0	19
18	Cornerstone II - What Is Good for Families Is Good for Workers: A Training for Child Welfare Supervisors	3	2	12	0	12
19	Cornerstone IIIA - Partners in Change: A New Perspective on Children's Protective Services	19	4	57	0	57
20	Cornerstone IIIB - Partners in Change: An Introduction to Family-Centered Practice	24	7	72	0	72
21	Cornerstone IV - Supervisors Working With Others, Working with Outcomes	3	0	12	0	12
22	Deciding Together	2	2	6	0	6
23	Effects of Separation and Loss on Attachment	12	12	24	0	24
24	Family Support in Practice: Connecting with Families	4	0	24	0	24
25	Family-Centered Practice In Family Preservation Programs	4	0	24	0	24
26	Financial and Legal Aspects of Adoption	3	1	6	0	6
27	Foster Family Home Licensing in Child Welfare Services	3	3	9	0	9
28	Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP)	3	2	12	0	12

Table 1(Continued): Training Events and Days Delivered During 2005

	Curriculum	Total Events	RTC Events	Classroom Days	Online Days	Total Training Days
29	Helping Youth Reach Self-Sufficiency (Foster Parent Training)	1	0	3	0	3
30	In the Best Interest of the Child: Making the Most of Visitation	2	2	4	0	4
31	Intake in Child Welfare Services	4	4	12	0	12
32	Introduction to Child Sexual Abuse	4	4	24	0	24
33	Introduction to Substance Abuse for Child Welfare Services	1	1	3	0	3
34	Introduction to Supervision for Child Welfare Services	4	4	36	0	36
35	Investigative Assessments in Child Welfare Services	9	9	36	0	36
36	IV-E: An Overview	3	3	3	0	3
37	Legal Aspects of Child Welfare in North Carolina	11	2	22	0	22
38	LINKS 101	2	0	6	0	6
39	Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals	12	2	24	0	24
40	Model Approach to Partnerships in Parenting	12	11	96	0	96
41	Money Matters: Foster Care Funding Basics	10	10	20	0	20
42	Placement in Child Welfare Services	4	4	16	0	16
43	Positive Youth Development: Working Effectively with Adolescents	4	3	4	0	4
44	Real World Instructional Event	1	0	2	0	2
45	Responding to Families and Communities Impacted by Methamphetamine	20	0	20	0	20
46	Responding to Families and Communities Impacted by Methamphetamine (revised version)	3	3	6	0	6
47	Setting the Stage for Child and Family Teams: An Agency and Community Orientation	36	1	36	0	36
48	Shared Parenting	6	6	18	0	18
49	Shared Parenting (revised version)	1	1	3	0	3
50	Structured Decision Making Assessments in Child Welfare Services	4	4	8	0	8
51	Supporting Partnerships	11	10	22	0	22
52	The ABC's of Including Children in Child and Family Teams	16	1	16	0	16
53	Understanding and Intervening in Child Neglect	2	2	4	0	4
54	Understanding Child Mental Health Issues	3	3	9	0	9
55	Understanding the Interstate Compact on the Placement of Children	4	1	4	0	4
56	Widening The Circle: Child and Family Teams and Safety Considerations	3	0	6	0	6
	Totals:	487	218	1,599	146	1,745

Table 2: Individuals Registering for One or More Training Events in 2005

Number of Individuals Registering for One or More Training Events in 2005	
Individuals registered for one event	1816
Individuals registered for two events	896
Individuals registered for three events	609
Individuals registered for four events	425
Individuals registered for five events	273
Individuals registered for six events	184
Individuals registered for seven events	121
Individuals registered for eight events	197
Individuals registered for nine events	69
Individuals registered for ten events	41
Individuals registered for eleven events	25
Individuals registered for twelve events	22
Individuals registered for thirteen events	18
Individuals registered for fourteen events	6
Individuals registered for fifteen events	5
Individuals registered for sixteen events	7
Individuals registered for seventeen events	2
Individuals registered for eighteen events	1
Individuals registered for twenty events	1
Individuals registered for twenty-two events	1
Individuals registered for twenty-three events	1
Individuals registered for twenty-four events	1
TOTAL INDIVIDUALS	4631
TOTAL REGISTRATIONS	13523

**Table 3: Registrations from County DSS's by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. 2003 Multiple Response System	195	195							195
2. Adolescent Independent Living Group Work	3*	*	*						3
3. Adoptions in Child Welfare Services	49	48	1		8				57
4. Adult Mental Health Issues	36	15	2	19	5				41
5. Anchors Away! How to Navigate Family Meetings	194	146	7	41	50			46	290
6. Building Skills for Training	4	4			1				5
7. Case Planning and Management in Child Welfare Services	118	98		20	23	10	11		162
8. Caution: Family Meeting Ahead!	335	228	22	85	61	26		62	484
9. Child Development in Families at Risk	218	212	6		42	14	13		287
10. Child Forensic Interviewing	139	112	18	9	40	2			181
11. Child Forensic Interviewing for Supervisor	44	33	2	9	5				49
12. Child Welfare Domestic Violence Policy Training	1,608	1,438	77	93	357	182	245	4	2,396
13. Child Welfare in North Carolina, Weeks I, II, and III	557	551	1	5	54	1			612
14. Child Welfare Services in NC for BSW Students	1	1							1
15. Child Welfare Services in NC for MSW Students									
16. Cornerstone I: Multiple Response is System Reform	582	582							582
17. Cornerstone II: What Is Good for Families Is Good for Workers	51	48	1	2	12				63

**3 registrants with trainee post-event status "not specified"*

**Table 3 (Continued): Registrations from County DSS's by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
18. Cornerstone IIIA	470	387	24	59	133	31		2	636
19. Cornerstone IIIB	419	381	24	14	111	52		1	583
20. Cornerstone IV: Working with Others, Working with Outcomes	42	42							42
21. Deciding Together	21	21			3	3			27
22. Effects of Separation and Loss	248	210	20	18	65	23	19	2	357
23. Family-Centered Practice in Family Preservation Programs	6	5	1		1				7
24. Family Support in Practice: Connecting with Families	5	3	2		1				6
25. Financial and Legal Aspects of Adoption	60	44	4	12	7				67
26. Foster Family Home Licensing in Child Welfare Services	43	27		16	14				57
27. Fostering and Adopting the Child Who Has Been Sexually Abused	15	11	3	1	2	4			21
28. In the Best Interesting of the Child: Making Most of Visitation	24	24			9				33
29. Intake in Child Welfare Services	38	34		4	7			1	46
30. Introduction to Child Sexual Abuse	81	56	3	22	9			40	130
31. Introduction to Substance Abuse for Child Welfare Services	19	12	1	6	5				24
32. Introduction to Supervision for Child Welfare Services	60	59	1		9	3			72
33. Investigative Assessments in Child Welfare Services	113	108	5		62	6			181
34. IV-E: An Overview	29	28	1		11				40
35. Legal Aspects of Child Welfare	429	351	40	38	73	41	23	1	567
36. LINKS 101	39	25	1	13	5				44

**Table 3 (Continued): Registrants from County DSS's by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
37. Medical Aspects of Child Abuse & Neglect	393	364	29		84	45	8		530
38. Model Approach to Parenting (MAPP/GPS)	97	79	6	12	19	1			117
39. Money Matters: Foster Care Funding Basics	141	133	1	7	32	2			175
40. Placement in Child Welfare Services.	51	51			20	1			72
41. Positive Youth Development: Working Effectively w/ Adolescents	69	47	3	19	12				81
42. Real World Instructional Event	1	1			2				3
43. Responding to Families and Communities Impacted by Meth	1,190	1,085	101	4	77	14		15	1,296
44. Responding to Families and Communities Impacted by Methamphetamine (revised version)	72	49	1	22	15	4	12	2	105
45. Setting the Stage for Child and Family Teams: An Agency and Community Orientation	650	507	25	118	83	5			738
46. Shared Parenting	38	35	2	1	16	5			59
47. Shared Parenting (revised version)	7	7			6				13
48. Structured Decision Making Assessments in Child Welfare Services	42	42			9				51
49. Supporting Partnerships	154	113	3	38	29				183
50. The ABC's of Including Children in Child and Family Teams	181*	133	5	42	37			56	274
51. The Emotional Aspects of Termination Parental Rights - TPR	20			20	4	14			38
52. Understanding and Intervening in Child Neglect	25	15	2	8	7				32

*1 registrant with trainee post-event status "not specified"

**Table 3 (Continued): Registrants from County DSS's by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
53. Understanding Child Mental Health Issues	44	42	2		14	1			59
54. Understanding the Interstate Compact on the Placement of Children	108	67	15	26	14				122
55. Widening the Circle: Child and Family Teams and Safety Considerations	39	24		15	10			10	59
TOTAL	9,617*	8,333	462	818	1,675	490	331	242	12,355

**4 registrants with trainee post-event status "not specified"*

**Table 4: Registrants from Other Agencies by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
1. Adolescent Independent Living Group Work	4	*	*						4
2. Adoptions in Child Welfare Services	5	5							5
3. Adult Mental Health Issues that Impact Families Served by Child Welfare							1		1
4. Anchors Away! How to Navigate Family Meetings	50	47	3		2			5	57
5. Building Skills for Training	6	6							6
6. Case Planning and Management in Child Welfare Services	2	1		1				1	3
7. Caution: Family Meeting Ahead!	3	2		1					3
8. Child Development in Families at Risk	6	6			1		1		8
9. Child Forensic Interviewing	4	3		1					4
10. Child Forensic Interviewing (revised version)	5	5			2				7
11. Child Welfare Domestic Violence Policy Training	28	23	4	1	2	1	9		40
12. Child Welfare in North Carolina, Weeks I, II, and III	32*	29*	1*		12			1	45
13. Child Welfare Services in NC for BSW Students	7	7							7
14. Child Welfare Services in NC for MSW Students	2	2							2

**4 registrants with trainee post-event status "not specified"*

**Table 4 (Continued): Registrants from Other Agencies by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
15. Cornerstone I: Multiple Response is System Reform	178	178							178
16. Cornerstone IIIA	4	3	1		2				6
17. Cornerstone IIIB	16	14	1	1	5	2			23
18. Cornerstone IV	2	2							2
19. Deciding Together	17	14	3		5	4	2	1	29
20. Effects of Separation and Loss	5	5				1	2		8
21. Family Support in Practice: Connecting with Families	101	94	7		17				118
22. Family-Centered Practice in Family Preservation Programs	31	29	2		4				35
23. Financial and Legal Aspects of Adoption	8	6	2						8
24. Foster Family Home Licensing in Child Welfare Services	10	6		4	3				13
25. Fostering and Adopting the Child Who Has Been Sexually Abused	44	39	3	2	4	1			49
26. Helping Youth Reach Self-sufficiency (Foster Parent Training)	16	16			6				22
27. In the Best Interest of the Child: Making Most of Visitation	1	1						2	3
28. Intake in Child Welfare Services	1	1							1
29. Intro to Child Sexual Abuse	1	1						1	2
30. Introduction to Substance Abuse for Child Welfare Services	1			1					1
31. Introduction to Supervision for Child Welfare Services	1	1				1			2
32. Investigative Assessments in CWS	1	1			3				4
33. IV-E: An Overview	7	7			2				9
34. Legal Aspects of Child Welfare	5	4		1	2	2			9
35. LINKS 101	25	17	4	4	7				32

**Table 4 (Continued): Registrants from Other Agencies by Curriculum
During 2005**

Training	1 Enrolled	Attended	No Show	Event Not Held	2 Canceled	3 Wait List	4 Event Full	5 Prerequisite Not Met	Total Registrants (1+2+3+4+5)
36. Medical Aspects of Child Abuse & Neglect	6	5	1	0	1	2		1	9
37. Model Approach (MAPP/GPS)	149	128	10	11	28	14		1	192
38. Money Matters: Foster Care Funding Basics	28	19		9	4				32
39. Positive Youth Development	13	9		4					13
40. Real World Instructional Event	6	6		2	2				8
41. Responding to Families	15	12		3	1		3		19
42. Responding to Families (revised version)	2	2			3				5
43. Setting the Stage for Child and Family Teams: An Agency and Community Orientation	74	57	6	11	15				89
44. Shared Parenting	17	12	4	1	4				21
45. Shared Parenting (revised version)	9	7	2		1				10
46. Structured Decision Making Assessments in Child Welfare Services	1	1							1
47. Supporting Partnerships	5	3		2	2				7
48. The ABC's of Including Children in Child and Family Teams	5	4		1			3		8
49. The Emotional Aspects of Termination Parental Rights - TPR						1			1
50. Understanding Child Mental Health Issues							2		2
51. Understanding the Interstate Compact on the Placement of Children	1	1			2				3
52. Widening the Circle	2	2							2
TOTAL	962*	843	54	61	143	28	14	21	1,168

*4 registrants with trainee post-event status "not specified"

**Table 5: Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled							Cancelled		Waiting List		Event Full		Prerequisite Not Met		Totals
			Attended		No Show		Event Not Held										
1	Alamance	76	64	68.8%	3	3.2%	9	9.7%	6	6.5%	6	6.5%	3	3.2%	2	2.2%	93
2	Alexander	50	45	63.4%	2	2.8%	3	4.2%	17	23.9%	3	4.2%	1	1.4%	0		71
3	Alleghany	27	22	55%	1	2.5%	4	10%	12	30%	0		0		1	2.5%	40
4	Anson	25*	21	72.4%	0		2	6.9%	2	6.9%	2	6.9%	0		0		29
5	Ashe	57	52	72.2%	1	1.4%	4	5.6%	10	13.9%	1	1.4%	3	4.2%	1	1.4%	72
6	Avery	36	35	74.5%	0		1	2.1%	8	17%	0		2	4.3%	1	2.1%	47
7	Beaufort	56	51	87.9%	0		5	8.6%	2	3.4%	0		0		0		58
8	Bertie	35	32	80%	0		3	7.5%	3	7.5%	2	5%	0		0		40
9	Bladen	76	68	79.1%	5	5.8%	3	3.5%	3	3.5%	6	7%	1	1.2%	0		86
10	Brunswick	61	45	60%	7	9.3%	9	12%	7	9.3%	3	4%	0		4	5.3%	75
11	Buncombe	163	136	57%	13	5.5%	14	5.9%	37	15.6%	15	6.3%	21	8.9%	2	0.8%	238
12	Burke	98	85	70.8%	7	5%	6	5%	19	15.8%	1	0.8%	1	0.8%	2	1.7%	122
13	Cabarrus	75	63	71.6%	6	6.8%	6	6.8%	13	14.8%	0		0		0		88
14	Caldwell	60	52	62.7%	4	4.8%	4	4.8%	18	21.7%	5	6%	0		0		83
15	Camden	13	11	78.6%	0		2	14.3%	1	7.1%	0		0		0		14
16	Carteret	83	75	48.3%	2	1.7%	6	5.2%	38	32.8%	1	0.9%	0		0		122
17	Caswell	60	58	65.9%	0		2	2.3%	15	17%	1	1.1%	5	5.7%	7	8%	88
18	Catawba	231	207	72.4%	18	6.3%	6	2.1%	33	11.5%	11	3.8%	9	3.1%	2	0.7%	286

**Table 5 (Continued): Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled						Cancelled		Waiting List		Event Full		Prerequisite Not Met		Totals	
			Attended		No Show		Event Not Held										
19	Chatham	158	130	56.5%	11	4.8%	17	7.4%	57	24.8%	5	2.2%	9	3.9%	1	0.4%	230
20	Cherokee	35	33	86.8%	2	5.3%	0		3	7.9%	0		0		0		38
21	Chowan	22	21	75%	0		1	3.6%	3	10.7%	0		2	7.1%	1	3.6%	28
22	Clay	15	15	83.3%	0		0		1	5.6%	0		2	11.1%	0		18
23	Cleveland	100	86	72.9%	7	5.9%	7	5.9%	7	5.9%	7	5.9%	2	1.7%	2	1.7%	118
24	Columbus	61	56	64.4%	2	2.3%	3	3.4%	19	21.8%	7	8%	0		0		87
25	Craven	101	89	67.4%	3	2.3%	9	6.8%	12	9.1%	6	4.5%	7	5.3%	5	3.8%	132
26	Cumberland	259	246	70.5%	5	1.4%	8	2.3%	43	12.3%	23	6.6%	20	5.7%	4	1.1%	349
27	Currituck	39	34	68%	0		5	10%	9	18%	1	2%	0		1	2%	50
28	Dare	112	96	85.7%	0		6	5.4%	8	7.1%	2	1.8%	0		0		112
29	Davidson	155	126	67.4%	6	3.2%	23	12.3%	18	9.6%	10	5.3%	3	1.6%	2	1.1%	187
30	Davie	26	23	65.7%	1	2.9%	2	5.7%	9	25.7%	0		0		0		35
31	Duplin	56	51	82.3%	3	4.8%	2	3.2%	5	8.1%	1	1.6%	0		0		62
32	Durham	260	207	56.7%	17	4.7%	36	9.9%	50	13.7%	25	6.8%	21	5.8%	9	2.5%	365
33	Edgecombe	90	84	75.7%	2	1.8%	4	3.6%	6	5.4%	4	3.6%	4	3.6%	7	6.3%	111
34	Forsyth	178*	146	55.3%	15	5.7%	16	6.8%	30	11.4%	35	13.3%	16	6.1%	5	1.9%	264
35	Franklin	35	30	73.2%	4	9.8%	1	2.4%	5	12.2%	0		1	2.4%	0		41
36	Gaston	208	183	70.7%	12	4.6%	13	5%	35	13.5%	8	3.1%	4	1.5%	4	1.5%	259

**Table 5 (Continued): Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled							Cancelled	Waiting List	Event Full	Prerequisite Not Met	Totals
			Attended		No Show		Event Not Held						
37	Gates	17	15 88.2%	1 5.9%	1 5.9%			0	0	0	0		17
38	Graham	37	32 66.7%	2 4.2%	3 6.3%			10 20.8%	0	0	1 2.1%		48
39	Granville	35	26 65%	3 7.5%	6 15%			4 10%	1 2.5%	0	0		40
40	Greene	39	38 73.1%	0	1 1.9%			2 3.8%	3 5.8%	1 1.9%	0		52
41	Guilford	296*	225 52.4%	24 5.6%	46 10.7%			66 15.4%	27 6.3%	33 7.7%	7 1.6%		429
42	Halifax	93	87 80.6%	4 3.7%	2 1.9%			10 9.3%	5 4.6%	0	0		108
43	Harnett	113	101 58.7%	10 5.8%	2 1.2%			44 25.6%	11 6.4%	1 0.6%	3 1.7%		172
44	Haywood	65	57 74%	3 3.9%	5 6.5%			12 15.6%	0	0	0		77
45	Henderson	150	132 75%	3 1.7%	15 8.5%			17 9.7%	5 2.8%	1 0.6%	3 1.7%		176
46	Hertford	37	31 81.6%	1 2.6%	5 13.2%			0	1 2.6%	0	0		38
47	Hoke	57	46 52.9%	1 1.1%	10 11.5%			11 12.6%	5 5.7%	1 1.1%	9 10.3%		87
48	Hyde	14	13 86.7%	1 6.7%	0			0	1 6.7%	0	0		15
49	Iredell	135	114 71.3%	8 5%	13 8.1%			21 13.1%	3 1.9%	0	1 0.6%		160
50	Jackson	102	80 69%	8 6.9%	14 12.1%			7 6%	0	3 2.6%	4 3.4%		116
51	Johnston	132	104 60.8%	10 5.8%	18 10.5%			13 7.6%	6 3.5%	6 3.5%	14 8.2%		171
52	Jones	7	6 54.5%	0	1 9.1%			1 9.1%	0	2 18.2%	1 9.1%		11
53	Lee	80*	67 64.4%	4 3.8%	8 7.7%			16 15.4%	1 1%	1 1%	6 5.8%		104
54	Lenoir	161	144 76.1%	4 2.2%	13 7.1%			18 9.8%	5 2.7%	0	2 1.1%		186

**Table 5 (Continued): Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled							Cancelled	Waiting List	Event Full	Prerequisite Not Met		Totals
			Attended		No Show		Event Not Held							
55	Lincoln	60	53 63.1%		4 4.8%		3 3.6%		15 17.9%	0	8 9.5%	1 1.2%		84
56	Macon	57	51 85%		3 5%		3 5%		3 5%	0	0	0		60
57	Madison	34	32 86.5%		2 5.4%		0		3 8.1%	0	0	0		37
58	Martin	33	29 76.3%		1 2.6%		3 7.9%		2 5.3%	3 7.9%	0	0		38
59	McDowell	47	47 81%		0		0		8 13.8%	3 5.2%	0	0		58
60	Mecklenburg	482	412 64.3%		32 5%		38 5.9%		116 18.1%	16 2.5%	17 2.7%	10 1.6%		641
61	Mitchell	49	38 64.4%		4 6.8%		7 11.9%		6 10.2%	3 5.1%	0	1 1.7%		59
62	Montgomery	70	66 67.3%		1 1%		3 3.1%		18 18.4%	3 3.1%	1 1%	2 2%		98
63	Moore	154	135 70.7%		3 1.6%		16 8.4%		27 14.1%	3 1.6%	7 3.7%	0		191
64	Nash	133	131 78.9%		1 0.6%		1 0.6%		19 11.4%	5 3%	2 1.2%	7 4.2%		166
65	New Hanover	360	321 78.7%		7 1.7%		32 7.8%		38 9.3%	6 1.5%	3 0.7%	1 0.2%		408
66	Northampton	39	36 80%		0		3 6.7%		5 11.1%	0	0	1 2.2%		45
67	Onslow	324	279 59.8%		18 3.9%		27 5.9%		65 14.1%	39 8.5%	20 4.3%	14 3%		462
68	Orange	148	130 76%		4 2.3%		14 8.2%		11 6.4%	4 2.3%	7 4.1%	1 0.6%		171
69	Pamlico	20	19 76%		0		1 4%		2 8%	2 8%	1 4%	0		25
70	Pasquotank	53	52 67.5%		1 1.3%		0		19 24.7%	3 3.9%	0	2 2.6%		77
71	Pender	106	98 83.1%		3 2.5%		5 4.2%		7 5.9%	1 0.8%	0	4 3.4%		118
72	Perquimans	34	29 50%		2 3.4%		3 5.2%		21 36.2%	2 3.4%	0	1 1.7%		58
73	Person	43	33 68.8%		2 4.2%		8 16.7%		2 4.2%	1 2.1%	1 2.1%	0		48

**Table 5 (Continued): Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled									Cancelled	Waiting List	Event Full	Prerequisite Not Met	Totals		
			Attended		No Show		Event Not Held										
74	Pitt	210	180	70.9%	11	4.3%	19	7.5%	26	10.2%	10	3.9%	1	0.4%	7	2.8%	254
75	Polk	15	15	88.2%	0		0		2	11.8%	0		0		0		17
76	Randolph	166	142	58.4%	6	2.1%	18	7.4%	28	11.5%	13	5.3%	13	5.3%	16	6.6%	244
77	Richmond	160	129	57.3%	3	1.3%	29	12.9%	39	17.3%	3	1.3%	2	0.9%	5	2.2%	225
78	Robeson	196	177	73.8%	10	4.2%	9	3.8%	30	12.5%	12	5%	1	0.4%	1	0.4%	240
79	Rockingham	93	73	62.9%	0		20	17.2%	16	13.8%	2	1.7%	0		4	3.4%	116
80	Rowan	95	86	71.7%	7	5.8%	2	1.7%	15	12.5%	6	5%	0		4	3.3%	120
81	Rutherford	112	101	71.1%	6	4.2%	5	3.5%	21	14.8%	2	1.4%	7	4.9%	0		142
82	Sampson	90	68	53.1%	1	0.8%	21	16.4%	19	14.8%	14	10.9%	1	0.8%	4	3.1%	128
83	Scotland	52	48	67.6%	4	5.6%	0		10	14.1%	1	1.4%	3	4.2%	1	1.4%	71
84	Stanly	44	43	69.4%	1	1.6%	0		10	16.1%	2	3.2%	0		0		62
85	Stokes	56	50	66.7%	1	1.3%	5	6.7%	14	18.7%	3	4%	2	2.7%	0		75
86	Surry	55	51	81%	1	1.6%	3	4.8%	7	11.1%	1	1.6%	0		0		63
87	Swain	52	49	77.8%	3	4.8%	0		7	11.1%	3	4.8%	0		1	1.6%	63
88	Transylvania	23	18	60%	2	6.7%	3	10%	6	20%	0		1	3.3%	0		30
89	Tyrrell	13	9	64.3%	2	14.3%	1	7.1%	2	14.3%	0		0		0		14
90	Union	150	135	69.9%	6	3.1%	9	4.7%	28	14.5%	5	2.6%	7	3.6%	4	2.1%	193
91	Vance	92	69	53.5%	3	2.4%	20	15.7%	21	16.5%	5	3.9%	4	3.1%	7	5.5%	128

**Table 5 (Continued): Registrants by NC County Department of
Social Services During 2005**

	County	Enrolled							Cancelled	Waiting List		Event Full		Prerequisite Not Met		Totals	
			Attended		No Show		Event Not Held										
92	Wake	412*	331	57.6%	34	5.9%	46	8%	89	15.5%	30	5.2%	29	5.1%	14	2.4%	574
93	Warren	52	45	70.3%	0		7	10.9%	8	12.5%	3	4.7%	0		0		64
94	Washington	31	29	64.4%	3	6.7%	0		12	26.7%	1	2.2%	0		0		45
95	Watauga	9	9	64.3%	0		0		5	35.7%	0		0		0		14
96	Wayne	70	64	77.1%	3	3.6%	3	3.6%	5	6%	4	4.8%	1	1.2%	0		83
97	Wilkes	87	75	62%	6	5%	6	5%	23	19%	5	4.1%	0		6	5%	121
98	Wilson	121	103	78.6%	3	2.3%	5	3.8%	9	6.9%	6	4.6%	5	3.8%	0		131
99	Yadkin	60	38	48.7%	6	7.7%	16	20.5%	8	10.3%	0		1	1.3%	9	11.5%	78
100	Yancey	55	49	74.2%	6	9.1%	0		11	16.7%	0		0		0		66
	Totals:	9617*	8,333	66.8%	462	3.7%	818	6.7%	1,675	13.6%	490	4%	331	2.7%	242	2%	12,355

**Registrants with post-event status "not specified"*

Total Number of Registrants from Other Agencies and Their Employment Type

Number of Registrants

Attended.....843
 No Show 54
 Cancelled..... 143
 Waiting List 28
 Event Full..... 14
 Prerequisite Not Met 21
 Event Not Held..... 65

Total Registered.....1,168

Number of Registrants by Employment Type

County Non-DSS..... 102
 Federal Agencies 26
 Not Applicable (Student Intern/Foster Parents)..... 152
 Private Agencies/Business..... 633
 Private Universities/Colleges..... 13
 State Agencies/Public Universities..... 242

**Table 6: Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2005**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
1.	2003 Multiple Response System Policy Training	1	14									11	181
2.	Adolescent Independent Living Group Work											1	7
3.	Adoptions in Child Welfare	1	18			1	13	1	15	1	16		
4.	Adult Mental Health Issues that Impact Families Served by Child Welfare			1	25			1	17				
5.	Anchors Away!	1	13	1	17			1	20			29	297
6.	Building Skills for Training											1	11
7.	Case Planning and Management in Child Welfare Services	2	33	2	40			2	55	1	37		
8.	Caution: Family Meeting Ahead!							1	14	1	13	28	460
9.	Child Development in Families at Risk	2	32	2	31	2	40	3	90	3	78	2	24
10.	Child Forensic Interviewing	1	23	1	24	1	1	2	33	2	35		
11.	Child Forensic Interviewing (revised)	1	22	1	26	1	27						
12.	Child Forensic Interviewing for Supervisors	1	2	2	20	1	0	1	1	2	26		
13.	Child Welfare Domestic Violence Policy Training	2	69	4	83	3	131	6	176	2	105	53	1,872
14.	Child Welfare in North Carolina, Weeks I, II, and III	8	123	8	90	8	145	9	155	8	120		
15.	Child Welfare Services in NC for BSW Students											4	8
16.	Child Welfare Services in NC for MSW Students											1	2
17.	Cornerstone I: Multiple Response Is System Reform											19	760
18.	Cornerstone II	1	2	1	26	1	17					1	18

**Table 6 (Continued): Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2005**

	TRAINING	ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
19.	Cornerstone IIIA	1	8			1	36			2	62	19	536
20.	Cornerstone IIIB	2	27			3	122	1	23	2	77	21	357
21.	Deciding Together			1	32					1	24		
22.	Effects of Separation and Loss on Attachment	2	53	2	44	3	70	3	105	3	93		
23.	Family Support in Practice: Connecting with Families											4	124
24.	Family-Centered Practice in Family Preservation Programs											4	42
25.	Financial and Legal Aspects of Adoption	1	14	1	12							2	49
26.	Foster Family Home Licensing in Child Welfare Services			1	18			1	11	2	41		
27.	Fostering and Adopting the Child	1	24			2	17					1	29
28.	Helping Youth Reach Self- sufficiency											1	22
29.	In the Best Interesting of the Child: Making Most of Visitation					1	27	1	9				
30.	Intake in Child Welfare Services	1	8	2	9			1	13	1	17		
31.	Introduction to Child Sexual Abuse	1	22	2	32	2	31	1	28	1	19		
32.	Introduction to Substance Abuse for Child Welfare Services					1	18	1	7				
33.	Introduction to Supervision for Child Welfare Services	1	21	1	18	1	24			1	11		
34.	Investigative Assessments	2	38	2	44	2	49	2	41	1	13		
35.	IV-E: An Overview	1	8					2	41				
36.	Legal Aspects of Child Welfare in North Carolina	2	81									10	495
37.	LINKS 101											3	76

**Table 6 (Continued): Registrations Received and Training Events Scheduled
at the Regional Training Centers in 2005**

TRAINING		ASHEVILLE		CHARLOTTE		FAYETTEVILLE		GREENSBORO		KINSTON		OTHER LOCATIONS	
		Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd	Event	Reg. Rec'd
38.	Medical Aspects	2	95									10	444
39.	Model Approach (MAPP/GPS)	2	40	3	87	2	50	2	49	3	67	1	16
40.	Money Matters	2	22	3	56	2	37	2	32	2	60		
41.	Placement in CWS	1	21	1	11	1	14	1	26				
42.	Positive Youth Development	1	22	1	20	1	14			1	18	2	20
43.	Real World Instructional Event											2	11
44.	Responding to Families											21	1,315
45.	Responding to Families (revised version)	1	20	1	43	1	25					1	22
46.	Setting the Stage	1	2	1	30	1	0					59	795
47.	Shared Parenting	1	16	1	16	2	13	1	22	2	13		
48.	Shared Parenting (revised version)			1	23								
49.	Structured Decision Making			1	7	1	13	1	15	1	17		
50.	Supporting Partnerships	3	1	6	39	4	39	5	45	4	41	3	25
51.	The ABC's of Including Children	1	3			1	12					31	267
52.	The Emotional Aspects of TPR							1	36	1	3		
53.	Understanding Child Neglect	1	11					1	12	1	9		
54.	Understanding Child Mental Health	1	15	1	23			1	23				
55.	Understanding the Interstate	1	20									4	105
56.	Widening The Circle											6	61
	TOTAL	54	943	55	946	50	985	55	1,114	49	1,016	361	8,519

Total events scheduled at RTC 263 [218 (delivered) + 45 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]

Total overall events scheduled 624 [487 (delivered) + 137 *(cancelled/re-scheduled due to inclement weather/low registration/budget cuts)]

Total registrations for events held at RTC 5,004

Total overall registrations received 13,523